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ABSTRACT

This document contains information designed for sex education in secondary schools. The materials here are for classroom use, and share a number of features: (1) they consist of "modules" of various lengths to fit within subject areas; (2) they place no special demands on the skill of the teacher; and (3) they all contain a component for feedback, to be completed by the teacher or the class member. The materials inform young people about the medical ramifications and other consequences of sexual behavior and encourage young people to find time for reflection. It is also hoped that this guide will provide educators effective strategies for coping with the demands of health and social education during a period of curriculum changes. The project incorporates "cross-curricular modules" to allow discussions of sexuality and relationships in various subject areas. The modules provide information and opportunities to explore a variety of topics. The book aims to make students aware of sexual stereotypes and encourages them to challenge these stereotypes. It encourages students' awareness of the long-term consequences of stereotypical images of women as sexual objects and it enables students to understand, through historical or other research, how stereotypical images may have originated. (RJM)

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ED 379 573

Cross-Curricular Sex Education (CCSE)

Project Pack for Schools and Health Authorities

2. Teaching Materials

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EDUCATION UNIT

CCSE Project in Somerset

Schools Health Education Unit: John Balding, Anne Wise, David Regis
Somerset Health Authority: Clare Laker, Kath Wilson, Nigel Laycock
Somerset Education Services

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Cross-Curricular Sex Education (CCSE)

Project Pack for Schools and Health Authorities

Documentation to support cross-curricular sex education for schools, advisory teachers, health care professionals and others working with secondary schools

2. Teaching Materials

This should be read in conjunction with the book:
1. Co-ordinator's Guide

CCSE Project in Somerset

Schools Health Education Unit, University of Exeter: John Balding, Anne Wise, David Regis
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Somerset Education Services

***Recent legislation:** cross-curricular sex education in the light of Circular No.5/94: 'Education Act 1993: Sex Education In Schools'.*

The pack should obviously be used in conjunction with current or developing sex education policy in the school. This has to take account of recent changes in Governmental guidance on sex education. Circular 5/94 describes recent and existing legislation on sex and sex education, and in addition offers advice under the following headings:

- statutory provisions
- role of parents
- moral framework
- the context of sex education
- developing a school policy on sex education
- implementing sex education policies and programmes

The most important change from the point of view of our work is the provision giving parents the right to withdraw their children from any or all parts of a school's programme of sex education, **other than those elements required by the National Curriculum Science Order.** This order reads, in the proposed 'Dearing' revision circulated by SCAA:

> KS2: the main stages of the human life cycle
>
> KS3: the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta; how the foetus develops in the uterus; the physical and emotional changes that take place during adolescence
>
> KS4: effects of sex hormones

If the sex education is placed in a separate and easily identifiable timetable slot, withdrawal may be easier than our approach of enabling teachers around the different curriculum areas to contribute. The law does not define the content of sex education, but the circular suggests that it might comprise:

- HIV/AIDS
- sexually transmitted diseases
- human reproduction
- sexual attitudes: emotional and ethical dimensions
- contraception
- human reproduction

Parents wishing to withdraw their children from sex education may be comfortable with the modules in this text. Provided that discussion is relatively limited and set in the context of other subjects concerned, it will not necessarily constitute part of a programme of sex education for the purposes of provision set out in annex A of the circular (legal obligations). Modules which deal with at least some specific aspects of the topics listed by DFE include:

Ma1: *AIDS: Modelling the epidmic* (Mathematics) — HIV/AIDS

Sc2: *Statistics: handling medical data* (Mathematics or Science) — STDs

PE1: *AIDS simulation game* (PE) — HIV/AIDS

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It is hoped that parents will not wish to withdraw their children from any of these modules, but the notes contained within this book, plus the circular, may assist where this does happen. The circular notes:

'The teaching offered by schools should be complementary and supportive of the role of parents, and should have regard to parents' views about its content and presentation. The more successful schools are in achieving this, the less the likelihood that parents will wish to exercise their right of withdrawal.'

The circular gives guidance on liaison to achieve a local consensus. We have our own model of working with parents, which is presented in Section 6, **Book 1 Co-ordinator's Guide.**

The Dearing review proposals

The publication of this pack has coincided with the circulation of the new Draft Proposals for the National Curriculum by the School Curriculum Assessment Authority (the Dearing review, May 1994). Any changes agreed, will come into effect from September 1995. It was decided not to adjust the lesson modules until adjustments are certain.

It is anticipated that:

a) an updated edition of these modules will be available in the autumn 1995 which take account of the eventual changes to the NC Orders;

b) a summary of the update will be issued to purchasers of this current edition.

Contents

	Subject	*Module*
Introduction		
A1	Art & Design	Images of men and women
D1	Drama	Concerns Corridor
E1	English: Media Studies	Media Study: functions of relationships
E2	English	Relationships in a text (e.g. *Joby*)
E3	English	Soap Opera
G1	Geography	Population and change
H1	History	The Healthy Effect of War
Ma1	Mathematics	AIDS: Modelling the epidemic
Ma2	Mathematics	Counting the Cost
ML1	Modern Languages	Exchanges (responses to invitations)
Mu1	Music	Music and emotions
PE1	Physical Education	AIDS: simulation game
PE2	Physical Education	Coaching games skills
RE1	Religious Education	Family life in religion
SN1	School Nurse	Childhood Immunisation
Sc1	Science	Changes in Adolescence
Sc2	Science or Maths	Statistics: Handling medical data
T1	Technology	Babies and diet
T2	Technology	People and culture
T3	Technology	Presenting information
References		

CCSE Project in Somerset

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Somerset Education Services

Introduction

This document contains a selection of materials suitable for use in the project. The other materials and documentation for the project are included within the **Coordinator's Guide** book. The materials here are for use in the classroom, and share a number of features:

- they each consist of 'modules' of various lengths to fit within subject areas
- they all fulfil NC programmes of study and/or attainment targets
- they should place no special demands on the skill of the teacher
- they all contain a component for feeding back to the project co-ordinator, to be completed by the teacher or the class members

The modules have emerged from a process of consultation and collaboration between teachers and members of the project team. Our sincere thanks are due to these teachers who have found time and energy for the work at a time when competing demands have been very great. Some of the modules arose as adaptations of existing work being carried out by teachers, others came about by developing ideas more or less from scratch.

Teachers involved in the project and who have worked on the enclosed modules or other work, include:

Craig Baille
Peter Baker
David Bennett
Gill Bird
Cathryn Bolton
Nicola Brickley
Gilly Browning
David Bullock
Marylyn Burbridge
Margaret Campbell
David Clarke
Andy Cooper
Paul Curzon
Maya Das
Vaughan Davies
Brenda Davis
Jane Dent
Dave Dwyer
Mark Foster
David Francis
Liam Gearon
Jean Gent

Pam Glover
Wilma Green
Mark Griffin
Julia Harris
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Liz McCrum
Denise Magill
Fred Middleton
Laura Miller
Peter Miller
Tricia Nash
Sue Paddock

Jill Paul
Pauline Pearce
Tilly Perry
Stephanie Russell
Rachel Scully
Becca Shaw
Nigel Short
Vicky Stacey
Jelena Stanojlovich
Ged Stephenson
Kath Sugden
Phil Thomas
Sue Thurgood
Mark Tinsley
David Urquhart
Derek Virgin
Jacquie Wheatley
Colin Williams
Marianne Williams
Anne Winter
Ralph Wright
Jane Yandall

To each are due our thanks.

The number of modules worked on over the years include many that we haven't incorporated here. Guidelines for developing new modules, or incorporating existing work into the project framework, are to be found in Section 5 of the CCSE pack.

These modules are part of the Cross Curricular Sex Education (CCSE) pack from Somerset Health Authority and should be read in conjunction with the 'Coordinator's Guide' which explains the philosophy of the work and how it can be implemented in schools.

The materials consist of 'modules' for teaching within different subject areas. Each module contains:

☮ statement of aims

✉ teachers sheets

☛ students sheets

✍ student exercises

⇒ sheets for school co-ordinator

✎ teacher's comments

SHEU's comments

The school co-ordinator together with the team who will be teaching the modules should meet and plan a timetable for adopting the materials. As work is completed, the co-ordinator should gradually collect feedback from students and staff.

More discussion on how this might be done, and on other ways of monitoring the effectiveness of the project, are to be found in the 'Co-ordinator's Guide' book.

Subject: Art and Design

A1: Images of men and women

Awareness of sexual stereotyping.

Flow of ideas

examination of examples of
representation of men and women:
instances of sex-stereotyping

⇓

exploration of idea

⇓

TASK: production of own work

⇓

design and execution of own work

⇓

reflection

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Introduction:

The themes in this module have been developed through various approaches by different teachers, taking different starting points and offering different experiences but exploring similar ideas. We have followed one main approach through and offer an alternative at the end.

Objectives: CCSE + Art & Design

1. To make students aware and enable them to recognise that sexual stereotypes exist.
2. To encourage students to challenge these stereotypes.
3. To increase students' awareness of long term consequences of continued generation of stereotypical images of women as sexual objects.
4. To enable students to understand through historical or other research how stereotypical images may have originated.
5. To use Art & Design communication skills to express opinions about the previous objective and to influence the opinions of others regarding sexual stereotyping.

A project that aims to explore the visual side of the advertising of goods. Issues such as advertising standards, language, popular culture, etc. are covered at the same time as the technical elements are investigated and adapted to the classroom. Reference is made to the historical setting of representations of men and women throughout art history. Specific input can be aimed at pupils if required.

The pupils spend a term's series of lessons on this project, during which they complete four assignments (see students' assignment sheet, page A1.4):

- exploration of advertising
- cross references in art history
- challenging stereotypes (collage)
- take art! (pastiche)

The project needs lots of stimulus material, some of which, like TV or magazine adverts, are readily available, but they also need access to art history resources. The book *Great Housewives of Art* by Sally Swain was also used to illustrate pastiche.

STUDENTS' ASSIGNMENT SHEET

Year 9 Image project

Assignment 1

Explore the image of men and women in advertising as seen on TV adverts and magazines/billboard adverts. Produce an inspirational poster (collage) on A3 paper which shows men and women in stereotypical roles in adverts. On a separate sheet of paper write appraisals on several of your images and write a summary of your findings. Give reference to what messages are being delivered unconsciously.

Assignment 2

Explore how men and women have been represented through art history. Use the Library as a resource as well as the books and pictures in the Art rooms. You may even go as far back as cave paintings where for example men were depicted as hunters and food providers, and women as child bearers etc, or the Egyptian era where men wore more clothes than women, were more adorned in gold/jewels and women were often topless and in transparent dresses. Look to the Impressionists, Pre-Raphaelites (e.g. Rosetti), or Gainsborough, Picasso, Klimt, Egon Schiele, Titian, etc.

Your findings should be in the form of thumbnail sketches, photocopies, magazine cuttings, postcard/card reprints with accompanying appraisals all mounted on to an A3 sheet.

Assignment 3: Challenging Stereotypes!

Take a well known advert in a magazine showing a male or female in a stereotypical role e.g. woman doing laundry, man driving fast car, playing rugby, eating breakfast cereal, or woman nearly naked posing on bonnet of shiny fast car. Use the media and technique of collage to change the message and challenge the stereotype. Appraise your result.

Assignment 4: Take Art!

Take a well known painting or sculpture from your findings in Assignment 2. Make a thumbnail sketch of it. Choose a work which exploits the female or male figure, and using the technique of pastiche change the original meaning so that it no longer exploits the female/male image, but takes on a different meaning. This may include the addition of speech bubbles, the addition of cut-out images or objects or the removal of certain images/objects. This is an opportunity for you to use your imagination and sense of humour!

Project title: Images **Year group: 9** ✉

Project description: Art & Design based on ideas developed from investigations into critical/historical material. A specific focus is made in order to introduce and develop the CCSE link. The latter relates to sexual stereotyping.

Approach: Expressive Observational Thematic Materials Design

	Areas of study 1. Investigating and Making	**Attainment targets** 2. Knowledge and Understanding
Visual Research and Children's Investigation	Tasks related to visual material supplied Own experiences identified. Record this visually. Thumbnails Related homework tasks. (AT2a)	Classroom discussion. Discussion on how women and men are depicted in Art & Design (painting, advertising, etc).
Forming and Developing Ideas	Assignments: Identifying themes and variations of themes.	Ideas developed from visual research related to how other artists and designers have depicted men and women and how pastiche has been used in this.(AT2a)
Critical Appraisal	Ongoing self-appraisal of tasks. Identifying how a pastiche could be made of an existing piece of art and design. Considering ways of achieving an end result.	Thumbnail sketches of selected visual material considering the conceptual, perceptual, technical and visual elements of the above. Identifying pastiche. (AT2a)
Making	Considering how media and techniques can best be utilised to realise ideas.Experimenting and evaluating. Producing a final piece of art and design work.	Using techniques of other artists/ designers.
Formal Elements	Selected visual elements utilised in appropriate ways to enable ideas to be realised.	Explored in areas related to the artist/work selected as a pastiche.
Resources	Sally Swain — *Great Housewives of Art*. A cross section of visual material that demonstrates pastiche. Advertising from the 20th century.	Materials : As appropriate to pupils own ideas. Mainly graphic graphic and fine art.
Objectives	To explore sexual stereotyping/discrimination in our attitudes towards male/female roles. To devise a pastiche of an existing piece of art and design in order to express opinions gained after research and discussion on the former.	
Differentiation	By outcome. Children of lower abilities would be encouraged to select original art and design pieces that would not be too challenging for them to reproduce in the pastiche form. Final evaluation would establish level of understanding.	

Art & design department: *Pupil/teacher appraisal sheet* ☛

Pupil name: ....

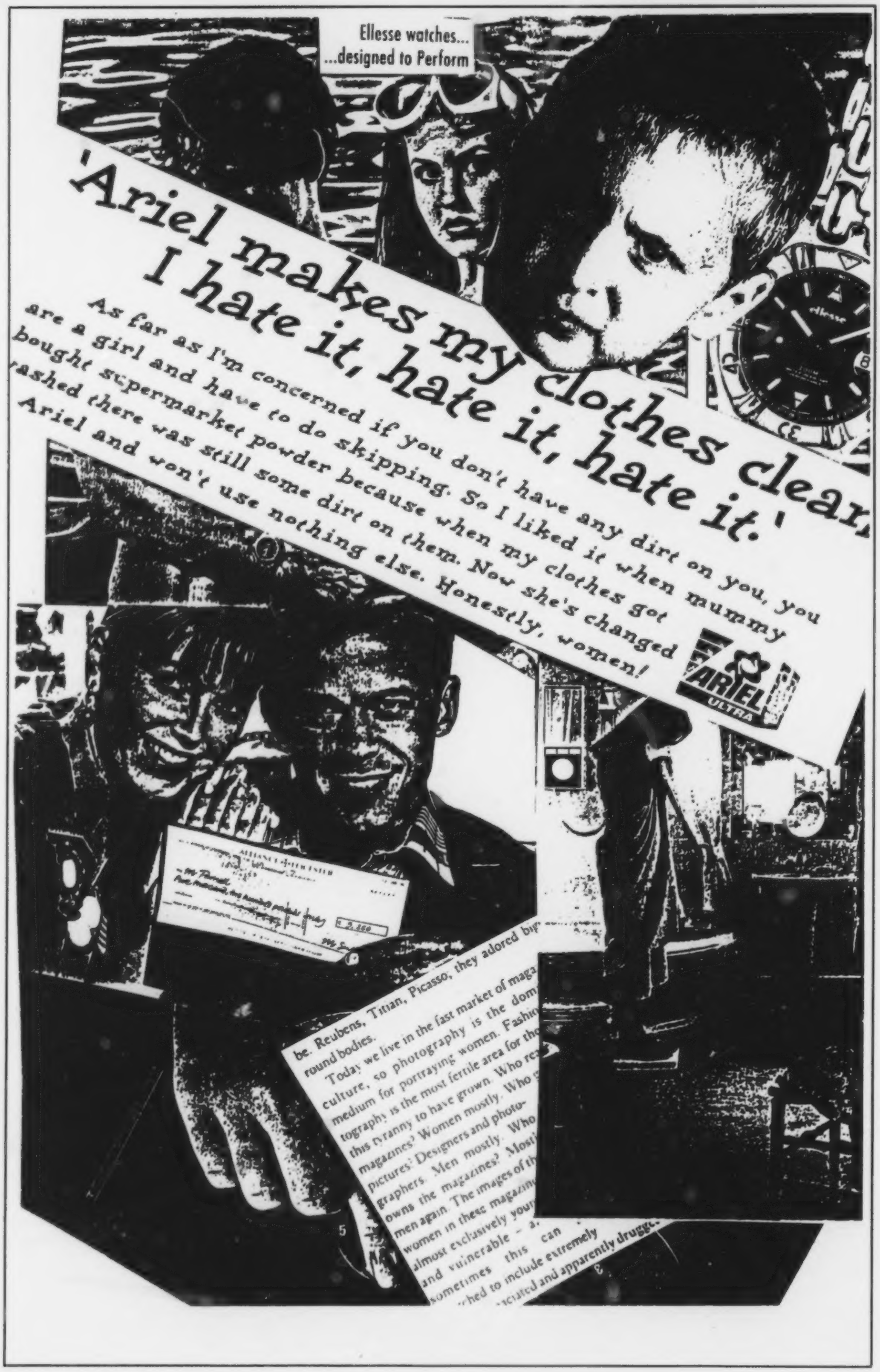
Practical group: ....

Form: ....

A & D teacher: .... *For teacher use only*

Using the language of art & design	A & D Level
Line	
Shape	D & T Level
Colour	
Form	
Pattern	
Tone	
Using materials and techniques	A & D Level
	D & T Level
Research in art & design	A & D Level
	D & T Level
Ideas in art & design	A & D Level
	D & T Level
My work and the work of others	A & D Level
	D & T Level

TEACHER'S COMMENTS:



'Ariel makes my clothes clear
I hate it, hate it, hate it.'

As far as I'm concerned if you don't have any dirt on you, you are a girl and have to do skipping. So I liked it when mummy bought supermarket powder because when my clothes got washed there was still some dirt on them. Now she's changed Ariel and won't use nothing else. Honestly, women!

Ellesse watches...
...designed to Perform
ARIEL
ULTRA
ellesse
be. Reubens, Titian, Picasso, they adored big
round bodies.
Today we live in the fast market of maga
culture, so photography is the dom
medium for portraying women. Fashio
tography is the most fertile area for tho
this tyranny to have grown. Who rea
magazines? Women mostly. Who g
pictures: Designers and photo-
graphers. Men mostly. Who
owns the magazines? Mostl
men again. The images of th
women in these magazin
almost exclusively youn
and vulnerable – a
sometimes this can
ched to include extremely
aciated and apparently drugge
5

Collage of advertising material, similar to those used by students.

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Examples of students' work and comments

Assignment 1: *Images portrayed —Stereotypical?*

On my collage I have a photograph/picture of a little boy, in his pyjamas, getting messy while eating chocolate ice-cream. It seems to me that because he has pyjamas on it looks like it is the middle of the night. They have used a cute little boy to photograph. The advert has suggested that boys are mischevious and messy, which I believe isn't always true!

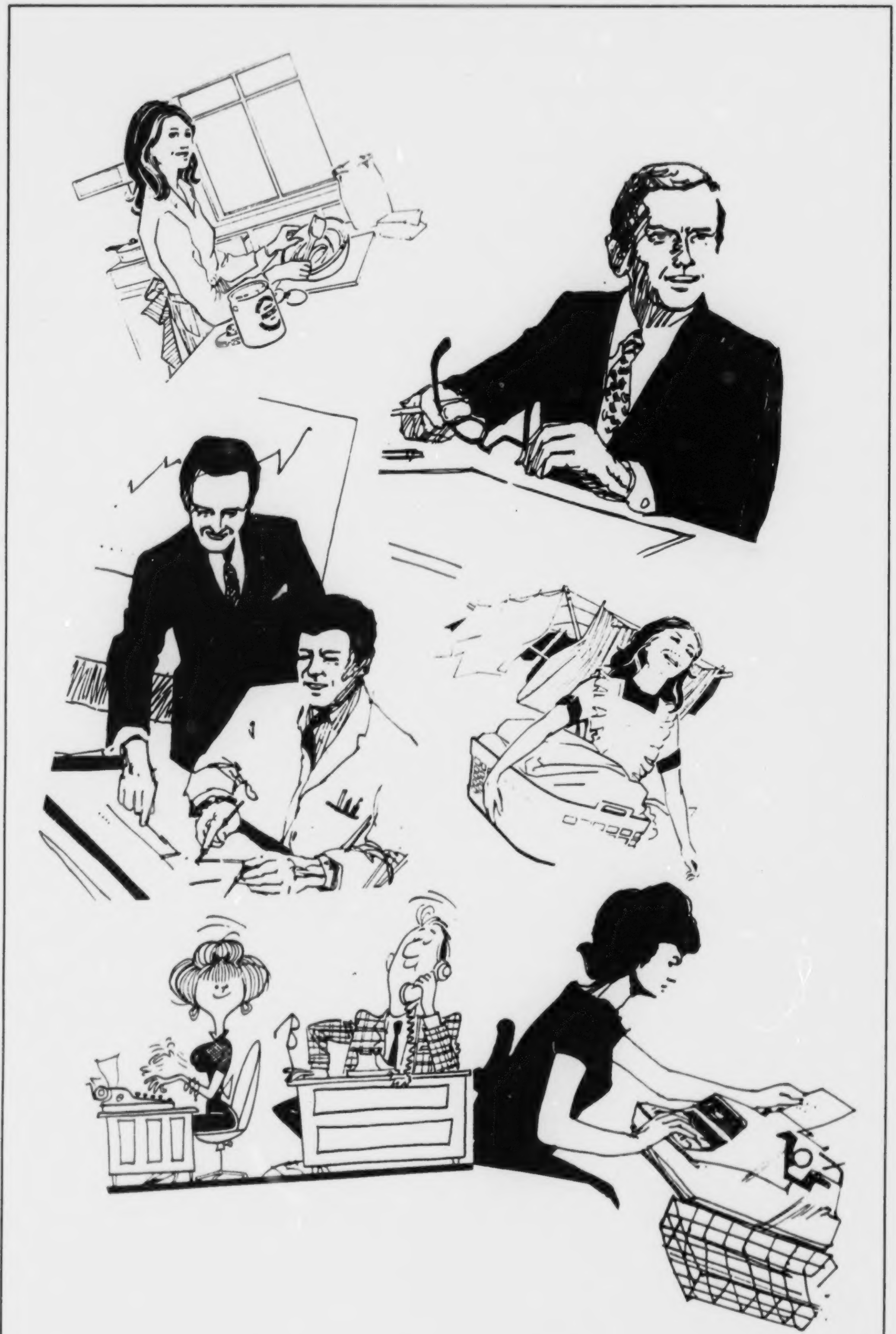
Another photograph has "A sports car. Practically" written at the top. There is a man loading his 'new' car with a lot of sports equipment outside, what looks like a new and expensive house. This seems to say that men are the sporty type and if you buy a car like this you'll be able to afford a house like this as well.

I have 3 photographs of women 'posing' to advertise a certain product. I don't think these portray a stereotyped woman but the advertisers have used them to sell their particular 'thing'. The picture of the woman reading a magazine may suggest that a 'woman's place is in the home' while the man works but it depends how you wish to look at it. I think they have chosen the woman to make the bedroom appeal to both men and women.

Another picture is of a man and 3 boys, stupidly posing in the sun. I don't think this is stereotypical because I imagine a woman posing in the sun. But am I being stereotypical by saying that?

Summary

I don't think that adverts (not all of them) are supposed to be stereotypical, but unconciously they quite often portray a 'sexist' remark. But at other times I think that people do say its 'sexist' when really it could happen to either sex and they just say it for the sake of it. Sometimes people have stereotypical thoughts in their minds, I'm not sure whether this is good or bad, but I think its usually these people who say things are 'sexist' although they wouldn't admit it.



Collage of clip art available to students in Resource Centre (!)

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Examples of students' work and comments

***Assignment 1**— Men and women in stereotypical roles*

"I used to have a one-track mind"

This advert is for curtains, so why use a beautiful lady in front of them? I suppose she would attract your attention more than just a pair of curtains but it also seems to imply the traditional image that women only think about the house (and curtains) and whether it looks right. This isn't true, men can be just as concerned.

The man on the phone

This portrays the image of the man going to work and ringing up important business clients etc, but when women use the phone they always seem to be gossiping to their friends. Some men think that women are incapable of using a payphone, which of course is nonsense.

The woman in the bath

This advert is for LUX soap, and alright, maybe they should have used a woman (or just as easily a man) but did she need to take all her clothes off? She is pretty and you are meant to think that if you use LUX then you will be beautiful, and have a sort of 'paradise' bathroom with steam all around the edges, but couldn't they have just shown somebody washing their face in LUX?

The woman with the hoover

This advert is for a Vax, and it again goes back to the traditional image of the woman being the housewife and doing the hoovering. The woman is smiling and 'a Vax will make your life easier' is the message coming across. The woman is pretty – they never show 'ordinary' (or 'ugly' even) men or women, only professional models without one hair out of place etc.

The overall image

There are several messages being given unconciously, but the main ones are:

The traditional images of women in the house and men at work or the pub are still there, (but if you look through a magazine there are some examples of women in more positive roles, and men helping around the house etc), and the fact that women always seem to have to be pretty (and men) but women have to take their clothes off while you never see a man take even his 'businessy' tie off – is this fair? Are these the ways that advertising should stick to? Why can't one big company show some 'un-stereotypical' adverts, and surely the other companies will follow suit .....?

My summary of the messages given are that women are used in typical stereo roles more often than men.

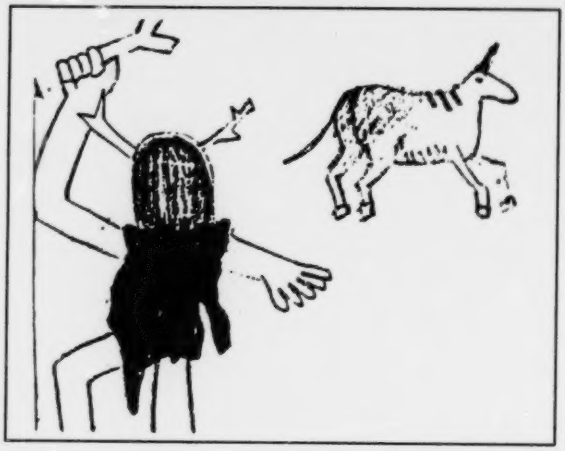
1. Women usually sell products, if the clothes look stunning on the model and if the model looks slim holding a slimming product (this then makes people want to buy the product as it looks as if it works).

2. Women also usually entice people to things if they look nice and gentle.

3. Although cars are usually advertised by men as the male person is the one for looking after the car and driving it better than women!

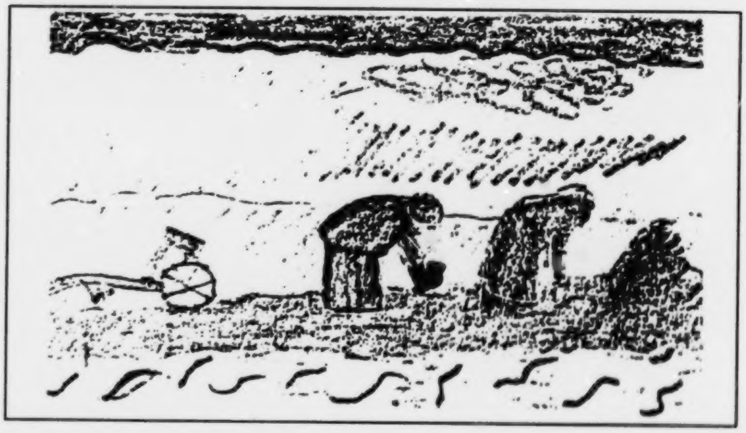
Examples of students work and comments

Assignment 2: *How men and women have been represented through art history: was it always so stereotypical?*



This was found on the wall of a cave. It was painted more than 30,000 years ago. It is a man hunting some kind of animal.

This shows stereotypical roles well, the thought that only the man can hunt and be fierce when women are/were just as capable. The women used to just sit around cooking etc, while the men were portrayed as heroes. It was nearly always the men who drew these wall pictures and they would often make themselves look braver and bigger.



'Two women digging' by Vincent Van Gogh.

This picture is good as it shows women more positively. These two women are actually doing something to prove that men aren't the only ones that can dig and do heavy work etc, and maybe women are beginning to speak out a bit more and are allowed more freedom .....?

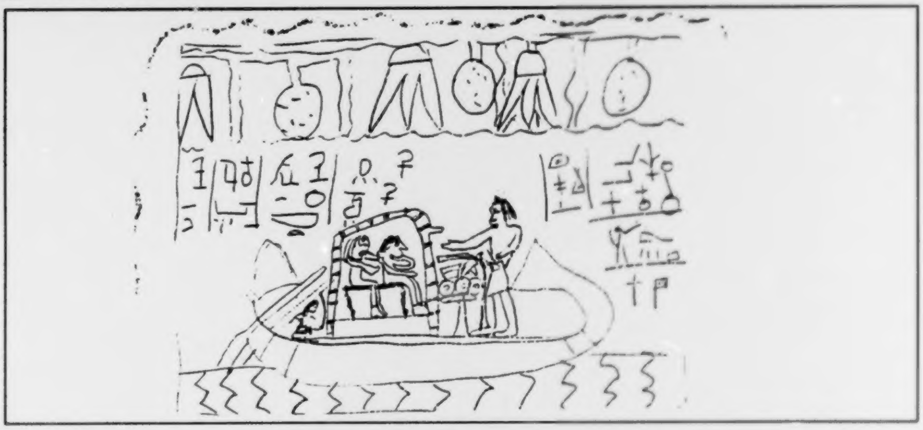
BUT in 1992 .....

The advertisements are just as bad as the older paintings! The women with little or nothing on or doing housework, and the men at work using power tools and going out to the pub!

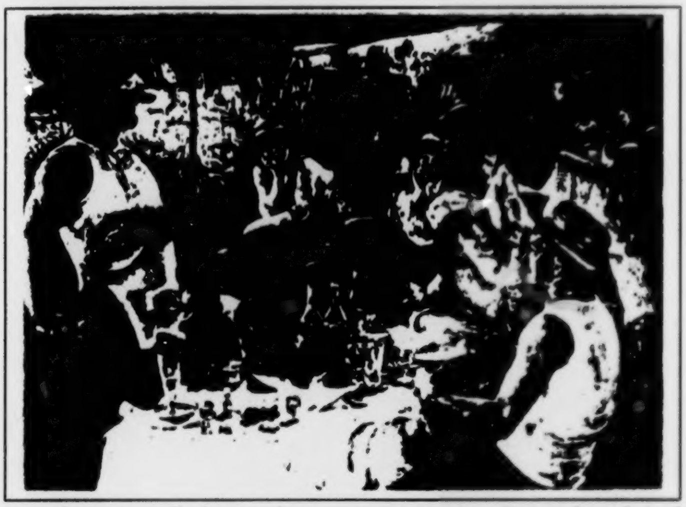
Surely we can change all this – like in 1883 and have better paintings and photos.....

Examples of students work and comments

***Assignment 2** (continued):*

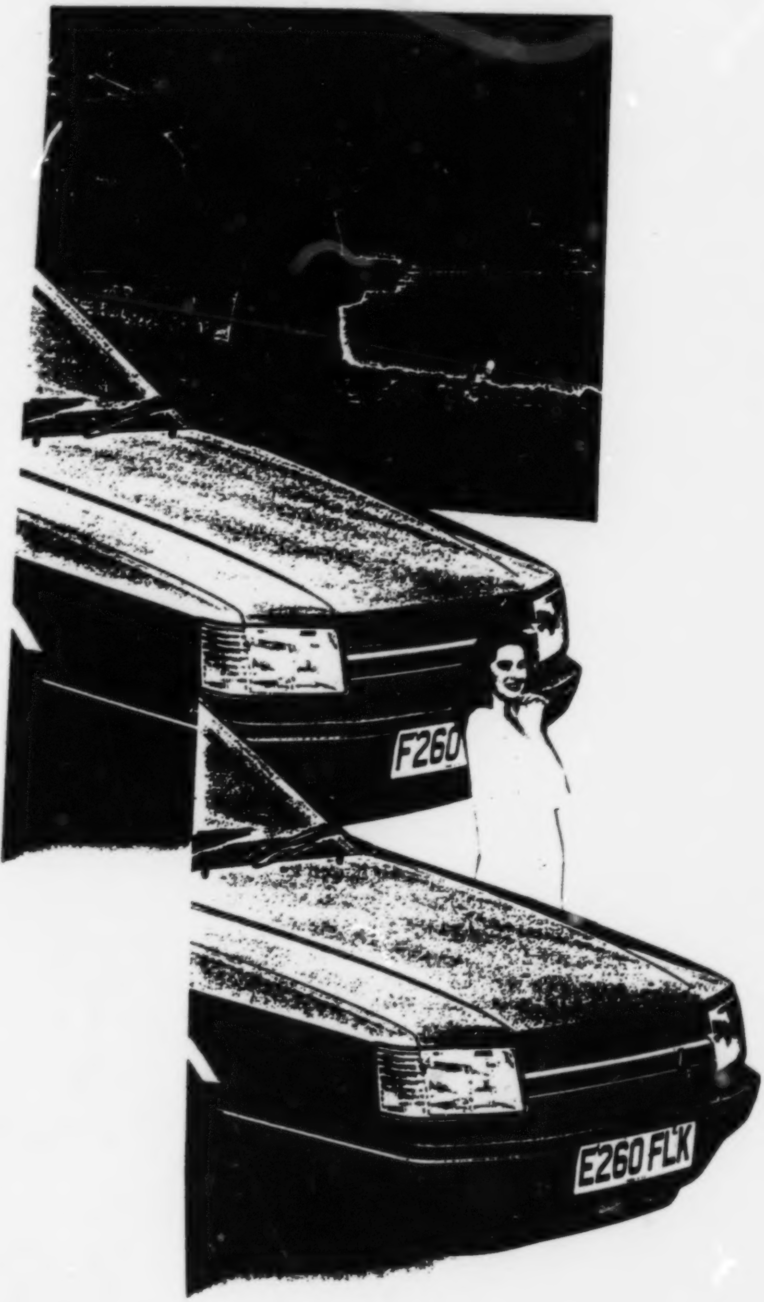


This is an Egyptian painting found in a tomb in Thebes. The Egyptians painted people in profile on walls using browns, blacks, blues and whites mostly. The picture is taken up mainly by pattern and writing. I think that in my picture a woman and man are getting married. Normally I expect to see men adorned in jewels and clothes with the women with perhaps some cloth draped around them. In this painting the sexes are almost equally alike, the woman has slightly longer hair, I think the man always seems to be portrayed by a darker colour. I wonder why?



This is 'Luncheon of boating party at Bougival' by Renoir. He painted in a soft sensitive style. He was an Impressionist and made people look real. I think he depicted the women as the kind who dress themselves up so that they can impress the men who are so laid back but of course look after the women by being strong and 'manly'! In this picture the men are relaxing and it looks like the women are doing the talking and fluttering their eyelids! They are dressed up in long frocks and are wearing make-up and jewellery.

Assignment 3



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Examples of students work and comments

Assignment 3 *(continued):*

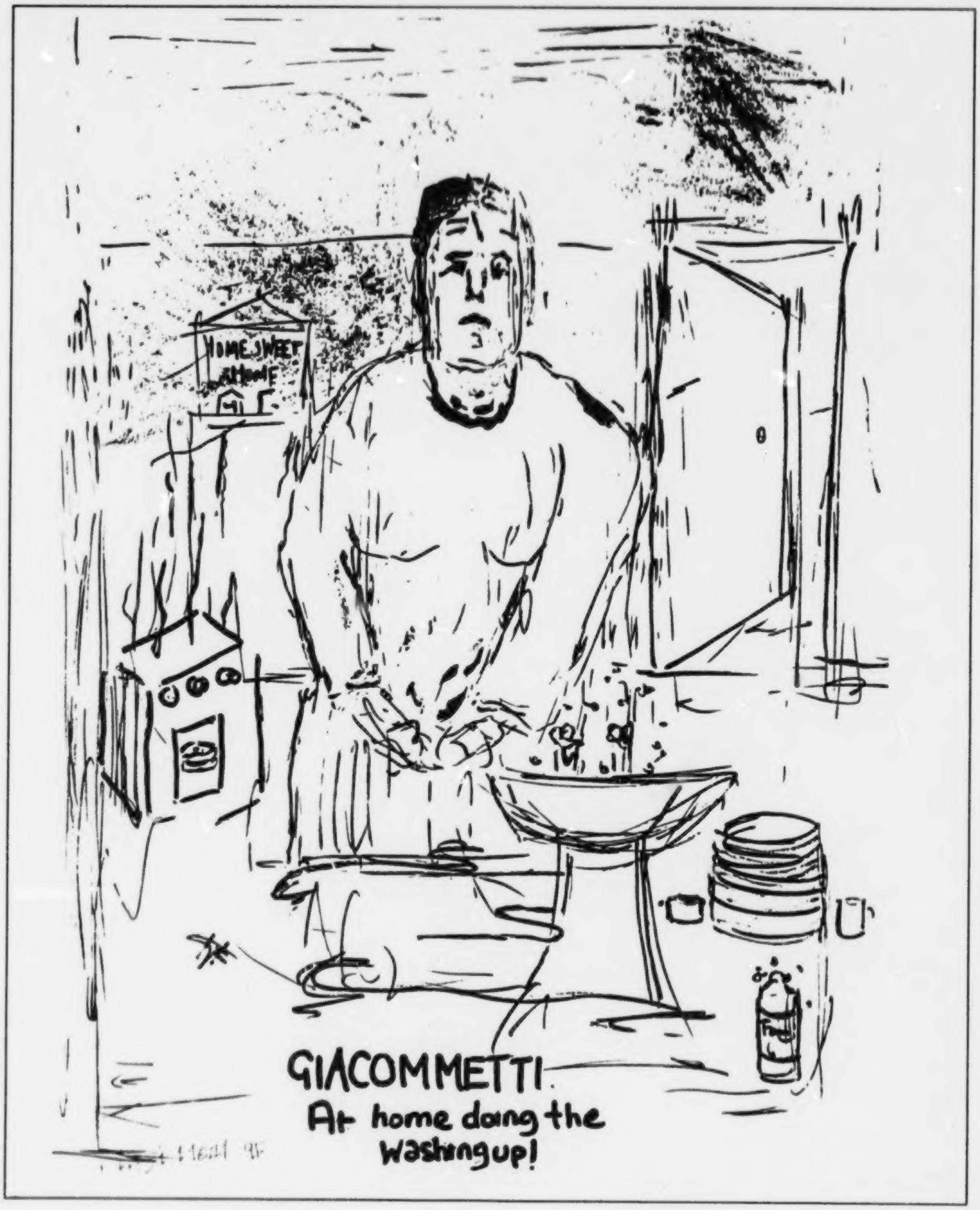
The man/woman beside the car

This one was also very stereotypical. It was about a car radio and it implied that only men wear dirty overalls and work on cars in garages etc. So I found a very pretty lady with a lovely clean dress and a pretty hat and stuck her on instead of the man. It changes the message, sort of saying that women can do just the same as men, but if they are constantly being shown as housewives and models etc then they won't really get a chance to prove themsleves.

The woman with nail polish/chisel

This one is a bit like the last one. There was a beautiful woman holding up some nail polish that was free on a magazine. I found a picture of a chisel and stuck it on top of the nail polish. It seems strange and changes the message to the same as above. Women need chance to prove themselves.

***Assignment 4** (Pastiche)*



I am fairly pleased with my final piece. I think I have used his method of the strokes well with paint but if I did it again I would change the colouring to make the shadow stand out more. I was quite pleased with the figure. I liked the way I used line and form which were my basic two elements. I think I could have beeen a bit more adventureous with my ideas to make it more interesting, but on the whole I am pleased with it.

Examples of students work and comments

Final self-appraisal

My project

Q1. How did this project make me think about the role of men and women, boys and girls?

This project has made me think about the role of men and women in a different way than I normally would. I can't really believe how much we stereotype everything today, and even though more women are becoming successful than before, we still stereotype them as being the ones who stay in the home. In this project I've also learnt that more men are helping in the home and looking after their babies. I hope that this will carry on so that everything will be equal.

Q2. Did I tend to stereotype males or females into particular roles?

Before the project I didn't really stereotype males or females, but I've realised how much women do in the home and I've started helping my Mum.

Q3. Have my attitudes changed?

Before the project I knew quite a lot about the subject of stereotyping, (particularly for women) and I didn't think that the project would change my attitude to it. It hasn't, but I've learnt even more about the subject and I feel its unfair.

Examples of students work and comments

Final self-appraisal

Do you feel you have learnt anything about sexual sterotyping/sexual discrimination, through doing this project?

I think through doing this project I have become more aware of how much sexism goes on and how men and women treat each other in society. I have enjoyed this project and feel I have learnt quite a bit about sexism.

In what way have your attitudes changed towards the male/female roles? Why? If not, why not?

I wouldn't say my attitudes have exactly changed, more expanded. I used to just take it for granted that men did the heavy work and the women did the cooking and cleaning, I didn't think it was right but I didn't bother about it much. Now I am beginning to ask the question WHY?. I think men should do more to help around the home.

In schools girls aren't allowed to play football and rugby. I think this is not right as other schools let girls play football and rugby.

At home my Mum does everything in the home while my Dad just sits down doing nothing.

I shall produce a picture aimed at young people so that when they grow up and get married they don't leave all the work to their husbands/wives.

Ideas – a man sitting, smoking, reading the paper with his wife hard at work.

The original intentions of the project changed as it evolved - this is often the case when one works through a new or revised project for the first time. The Art & Design objectives remained the same and were fully realised but the CCSE objectives took a far more dominant part than had originally been expected. The topic was one that the pupils had fairly strong opinions about - particularly the girls. Many of the boys recognised that the 'opposite sex' were unfairly discriminated against. However, it appeared that a fair number of them were indifferent to the evidence — they had no strong opinions about whether it was fair or not and few of them were prepared to argue the case on the girls' behalf. When asked if their attitude would change if the boot was on the other foot, most of the boys were not mature enough to appreciate the significance of this suggestion and therefore could not express an opinion. The matter of discrimination against the male sex did not really surface. Perhaps it is insignificant in comparison with discrimination against the female sex.

My personal opinion is that the project topic was useful as an awareness-raising exercise but, if it is not already the case, needs to be an ongoing topic in the SocEd programme in Key Stage 4 and beyond. It should be the case that the boys, in particular, will be forming their opinions as they change from children to adults. If they can reach adulthood with a rational and fair appreciation of the subject then a lot will have been achieved and may lead to future generations having less sexist opinions, whether deliberate or insidious.

The integrated cross-curricular nature of the project was a positive aspect but more needs to be made of this. The children often appeared to show only a vague appreciation of the links. Discussion with the Drama area is under way with the aim of linking the study of sexist advertising with Social and Economic History.

Our resources are now fairly extensive in the area of paper based visual aids. We need to expand on examples taken from the media. The homework where pupils had to consider advertising has a lot more potential. Our visual aids on the last 50 years of advertising are good but the TV ads need to be put on to an edited video which could be used as a module in the lesson and followed up by further research as homework. In addition to this some succinct video interviews with 'victims' of sexual stereotyping would be useful.

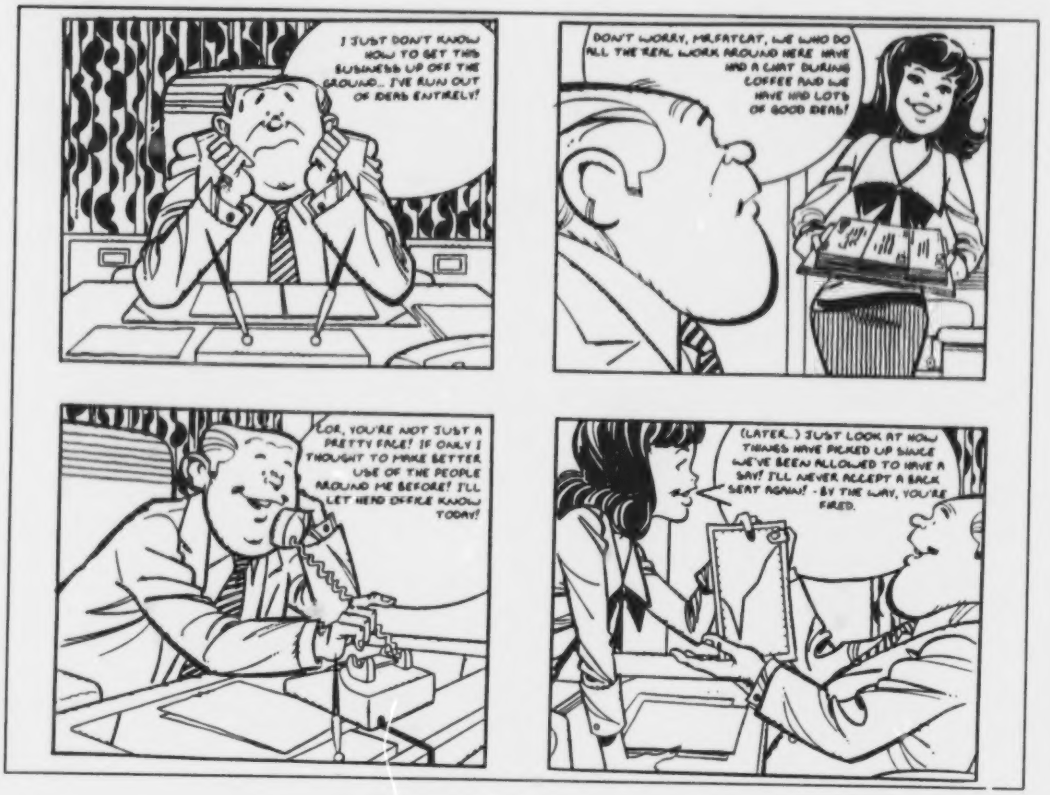
In Art and Design we are keen to follow up the work with next year's 9th year and feel that, with the refinements we can make having piloted it this year, the results could be even better.

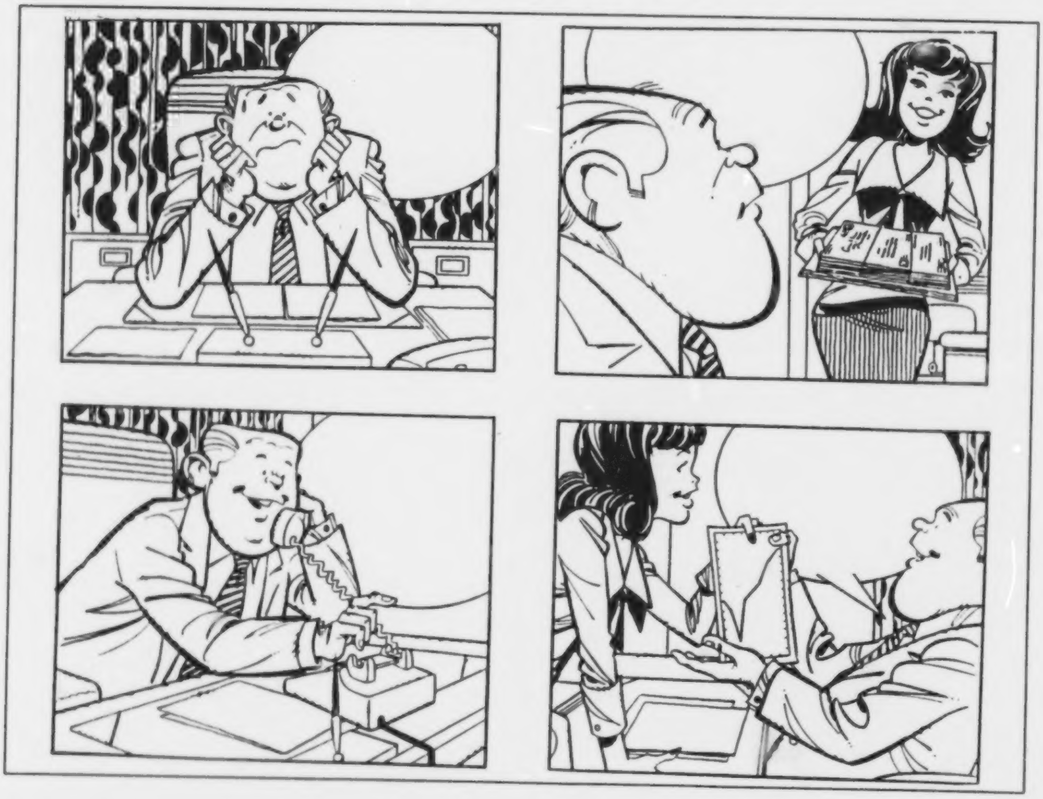
The ironical style of Private Eye 'speech bubbles' suggested on page A1.4, could be used to illustrate how stereotypical images if translated into real relationships might lead to unexpected - or undesirable - feelings and consequences. A collation of these bubbles might give valuable feedback as to how the module was being received by the students, particularly if it could be correlated with other sources of information.

In order to record information from discussions in an organised way, a list of issues can be established and their occurrence noted, see example from module T1: Technology, page T1.8.

Speech bubbles

Example:


I JUST DON'T KNOW HOW TO GET THIS BUSINESS UP OFF THE GROUND... I'VE RUN OUT OF IDEAS ENTIRELY!
DON'T WORRY, MR.FATCAT, WE WHO DO ALL THE REAL WORK AROUND HERE HAVE HAD A CHAT DURING COFFEE AND WE HAVE HAD LOTS OF GOOD IDEAS!
COR, YOU'RE NOT JUST A PRETTY FACE! IF ONLY I THOUGHT TO MAKE BETTER USE OF THE PEOPLE AROUND ME BEFORE! I'LL LET HEAD OFFICE KNOW TODAY!
(LATER...) JUST LOOK AT HOW THINGS HAVE PICKED UP SINCE WE'VE BEEN ALLOWED TO HAVE A SAY! I'LL NEVER ACCEPT A BACK SEAT AGAIN! - BY THE WAY, YOU'RE FIRED.



TEACHER'S SHEETS (alternative approach)

Lesson plans

Project duration: 10 weeks

Teacher's sheets

Lesson 1/2

Introduction to theme of project. Pupils draw outline of body from memory. Group appraisal (humorous) and discussion on importance of direct observation. Comparison between fashion drawing and figure drawing with visual material. Teacher demonstrates formula for basic fashion drawing and pupils carry out drawing following verbal and visual instructions.

Contextual homework to collect visual representations of figures in various postures. Assignment 1, similar to summary of assignments, page A1.9).

Lesson 3/4

Review Assignment 1. Pupils complete fashion drawing from last week. Teacher uses herself and pupils as visual aids to demonstrate changes in posture and how to draw them. Homework to draw a relaxing figure from direct observation.

Lessons 5-8

Pupils draw each other in a variety of postures paying particular attention to clothing and detail on the latter. The teacher illustrates how to represent draped and folded fabric. Appraisal. Assignment 2.

Lessons 10/11

Review Assignment 2. Illustrated discussion on fashion and image. Effect of clothing on the body. Use of line pattern and shape to create optical illusions. Pupils explore their own popular culture and the image of heroes. Consideration of other fashion eras. Homework (ongoing) to collect images to form a popular culture inspirational poster.

Lessons 12-15

Introduction of brief to produce a lifesize textile collage based on the pupils critical and contextual studies. Critical study of figurative work by artists —\ examining their techniques (Léger, Picasso, Klimt etc). Attention is paid to the media used and how this relates to textile media and technique. Group appraisal. Assignment 3.

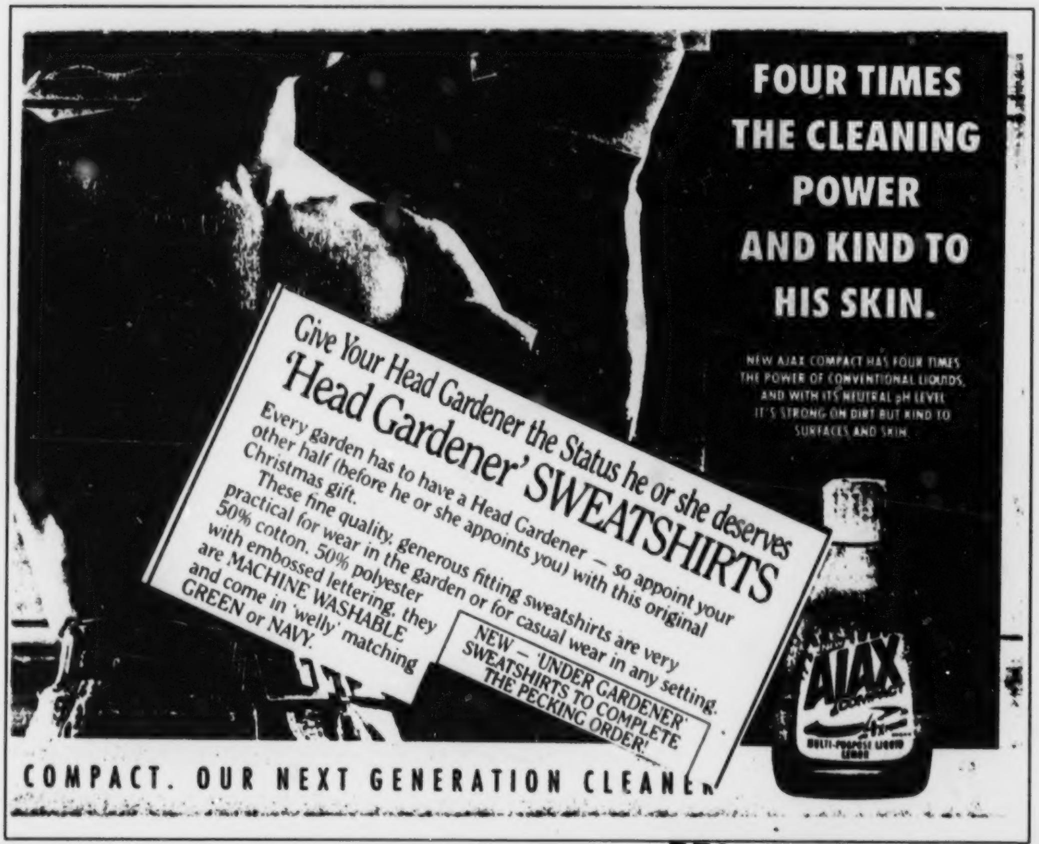
Lessons 16-21
Review Assignment 3. Group appraisal of the inspirational poster and how it can be used to inform ideas. Experimental work using textile media and reaching conclusions.

Lessons 22-35
Pupils carry out experimental procedures related to techniques such as applique, patchwork, machine and hand embroidery etc. This work is related to their own ideas. Appraisal enables a final design plan to be worked out.

Lessons 36/37
The teacher introduces techniques related to presentation of the final pieces. Pupils select the most appropriate. Assignment 4.

Lessons 38-41
Review Assignment 4. Group and individual appraisal. Discussion for further development of the theme of the techniques explored. Suggestions for display of work. Completion of final self appraisal sheet.

The Future?



FOUR TIMES
THE CLEANING
POWER
AND KIND TO
HIS SKIN.
NEW AJAX COMPACT HAS FOUR TIMES THE POWER OF CONVENTIONAL LIQUIDS, AND WITH ITS NEUTRAL pH LEVEL IT'S STRONG ON DIRT BUT KIND TO SURFACES AND SKIN.
AJAX COMPACT
MULTI-PURPOSE LIQUID
COMPACT. OUR NEXT GENERATION CLEANER

Give Your Head Gardener the Status he or she deserves
'Head Gardener' SWEATSHIRTS

Every garden has to have a Head Gardener — so appoint your other half (before he or she appoints you) with this original Christmas gift.

These fine quality, generous fitting sweatshirts are very practical for wear in the garden or for casual wear in any setting. 50% cotton. 50% polyester with embossed lettering, they are MACHINE WASHABLE and come in 'welly' matching GREEN or NAVY.

NEW – 'UNDER GARDENER' SWEATSHIRTS TO COMPLETE THE PECKING ORDER!

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Subject: Drama

D1. Concerns Corridor

☮ **The contribution of this module to the project is to enable the class members to identify and understand helpful and unhelpful statements made in relationships.**

Flow of ideas:

what concerns do young people have?
(draw in outline boy/girl bodies)

⇓

illustration of issues through enactment

⇓

what influences are acting on young people? (draw outside bodies)

⇓

these two bodies 'brought to life' by volunteers

⇓

statements made separately in corridor to the pair

⇓

reflection: sex differences? realism? helpful?
relation of statements to concerns?

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Summary

You will need:

- ✔ at least a double and a single lesson for comfort
- ✔ outline bodies (male/female)
- ✔ board marker or other large marker pens

Group trust and co-operation are a pre-requisite for this type of work, particularly the second part of the activity. The second half is perhaps more valuable and more difficult and may be regarded as optional, in which case a double lesson should be ample.

Subject aims

Its contribution to the drama education of the class members is through:

- exploration through drama of young people's concerns
- use of 'hot-seat' technique and improvisation
- exploration of motivation and how it is revealed in statements

Students should have been introduced to work using improvisation and adopting roles.

CONCERNS CORRIDOR — Teacher's sheet ✉

Overview:

Part 1

1. Group divided. Discussion of teenage worries: drawn onto outline of male/female bodies
2. Dramatic illustration of one aspect in threes/fours
3. Discussion in whole group: types of comments

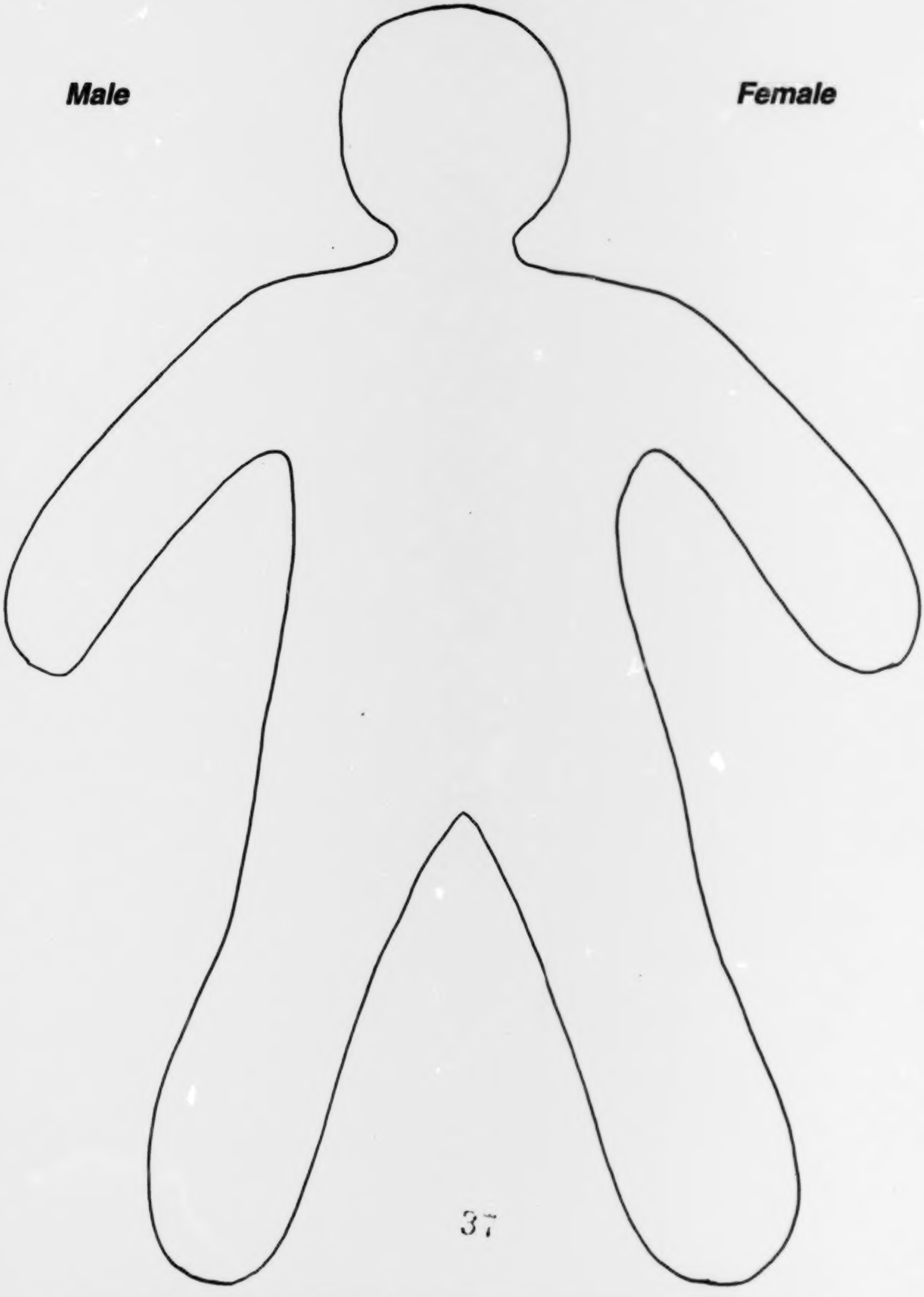
Part 2

4. Two students (volunteers) asked to bring the 'bodies' to life.
   Hot seat in two circles.
   Feedback.
5. Group stands in two rows about 5 feet apart to form a 'corridor'.
6. The 2 students walk through corridor, while the group offer responses — in role as teachers, parents, friends, etc. — which may be critical or helpful.
7. Discussion — sex differences in comments?
   Realism?
   Helpful? etc.
8. Class reflection.
9. Teacher evaluation.
10. Feedback sheet

Prepared materials: 2 life-size drawings (outlines) of a human figure.

Outline body

Male **Female**



Part 1

1. Class divided in half, each half is given one of the drawings.
   Group A's drawing is to represent a female aged 14; Group B's, a male of the same age.
   - Each group to discuss and agree on statements/words/phrases that pinpoint areas of concern, worry, general thought that a 'typical' person of this sex and age would have, and then write them down INSIDE the outline.
   - The two groups to share with each other the statements, etc. that have been written.

"These were some examples of the words given in the drawing/writing section of the module in one school:

*Friends**
Music
*Teachers**
*Boyfriends**
Jobs
*Home life**
Holidays
*Exams**
Clothes
*Sex**
*Spots**
Cervical cancer
*Illness**
Breast size
*Arguments (parents)**
*Detentions**
Contraceptives
Pregnancy
*Money**
Fashion
*Drink/alcohol**
*AIDS/HIV**
*Drugs**
*Smoking, cigarettes**
Diet
*Homework**
*"Women" (Girlfriends)**
Abuse (?)
Temptation

Bullies, being picked on
Bad dreams
*Diseases**
Weight
Smelly feet
*Pressured**
Divorce
Marriage break-up
Hormones
*Money worries**
*Body problems**
Hairstyles
Jobs
Puberty
Size of penis
Fighting
*Family problems**
Facial hair
*Peer pressure**
"The Law"
*Relationships**
"Not knowing what to do"
Unemployment
"The World"
Getting a job
Death
*Teasing, name-calling**
*Looks, appearance**
*Cancer**

** Denotes common worries which occurred on all sheets from all groups. Other words listed are more specific details of broader areas, e.g. looks, body changes."*

2. Class now divided into groups of threes/fours. Each group is given one of the words (etc.) from inside one of the 'bodies'. They are to devise a short (i.e. 30 seconds) scene that is in some way related to their word.

> *"The video Your Choice or Mine? (Red Cross) contains a variety of shorter 'trigger' scenes of mostly shorter duration which are used to raise issues in a similar way."*

3. Show scenes — brief feedback/comments. What sorts of settings were used?

Back into 2 main groups. The scenes will have allowed for consideration of outside pressures, opinions etc. Discuss, agree and write words that describe these pressures (and identify the source) and write them on the OUTSIDE of the outlined body. Again share with the other group.

"Again, some examples."

Teachers
Friends
The Law/Police
Grandparents
TV /media
Relations
Drinking partners
Girls
Pop groups, pop stars
Boss/employer
Boyfriend
Counsellors
Brother
Nurse
Old people
Neighbours
"Hippies"
Magazines

Parents
Government
Lovers
Famous people
Tutors
Head of Year
Films
Mates
Older teenagers
Milkman (!)
Girlfriend
Guardians
Sister
Enemies
Prime Minister
The News
Best friend
"My gang"

Part 2

4. Two students (1 female, 1 male) asked to volunteer to role play the 'bodies' — i.e. bring to life.
   - Whole group sit in large circle; the 2 volunteers — one at a time — to be 'hot-seated' by rest of group. (Questions asked by group: sitters invited to respond in role)

> *"It may be that class members are slow to warm to the exercise of responding to familiar individuals as 'generic' representatives of their age and sex. This may be helped, it is suggested, by the two volunteers 'talking themselves into role' briefly, ie. adopting a different name, offering a fictional account of their current circumstances or perhaps a potted history."*

   - Brief feedback/comment.

5. Rest of group to form long line/corridor i.e. two rows, approx 5′ apart, facing inwards.

6. The 2 students — again one at a time — are to slowly walk the 'teenage corridor'. As they pass students in the line those students are allowed to make comments — these may be done in role as parents, teachers, friends etc, and may be critical or helpful.

> *"This can be very valuable — the class is typically very intent and quiet so as to catch each comment. These have not been recorded but examples from memory include questions, such as:*
>
> *'call that a haircut?'*
>
> *'when are you going to tidy that room of yours?'*
>
> *'have you done your homework yet? (from a class mate)'*
>
> *'you fancy her, don't you?'*
>
> *'what's up?'"*

7. Whole group discussion
   - Were the comments different for male and female? — Why?
   - How true to life were they?
   - How helpful were they? etc.

> *"From the point of view of the project, it is the helpful/unhelpful dimension that is of most interest to us. What makes a comment helpful or unhelpful? What motivates a helpful or unhelpful comment?"*

8. Class reflection:

Please circle your answers

MALE/FEMALE

Were all the list of worries and pressures you started with believable?

- SOME
- NONE
- ALL

Do you feel under pressure?

- ALWAYS
- NEVER
- OCCASIONALLY
- MOSTLY

How helpful were the comments made in the corridor?

- UNHELPFUL
- QUITE HELPFUL
- MOSTLY HELPFUL
- VERY HELPFUL
- HELPFUL

Which part did you most enjoy?

1. DISCUSSION & WRITING ON OUTLINES
2. ACTING OUT OF CONCERNS
3. 'HOT SEAT'
4. CORRIDOR EXERCISE
5. END DISCUSSION

Who do you talk to when you have problems?

- BROTHER/SISTER
- DAD
- MUM
- MUM AND DAD
- TEACHER
- SCHOOL NURSE
- FRIEND
- NO-ONE
- I DON'T HAVE PROBLEMS!

Which worries weren't mentioned or discussed fully?

....

....

....

From the corridor exercise give an example of: a helpful comment

....

....

: an unhelpful comment

....

....

How did you feel when talking about these worries?

- DIDN'T BOTHER ME
- INTERESTED
- INVOLVED
- NERVOUS
- HAPPY
- UNHAPPY

If someone in your class seemed a bit quiet and upset, what do you think you might do?

- NOTHING
- TELL THEM TO 'SNAP OUT OF IT'
- DISCUSS IT WITH A FRIEND
- TELL AN ADULT
- AVOID HIM OR HER
- FEEL DISTURBED BUT NOT DO ANYTHING
- ASK THEM 'WHAT'S THE MATTER?'
- TALK TO THEM AS IF YOU HADN'T NOTICED ANYTHING
- TEASE HIM OR HER
- COMFORT THEM
- TRY TO INVOLVE THEM IN SOMETHING ELSE WHILE BEING THERE TO HELP IF ASKED

If discussing a problem, what response do you get from...? (please write on lines)

friend	*parent*	*teacher*	*relative?*
....	....	....	....

HELPFUL? ANGRY? COULDN'T CARE LESS? WORRIED? AMUSED? OTHER?

P.T.O.

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Have you any other questions or comments?

....

....

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9. Teacher evaluation

⇒

> *"The aim of growth of understanding is difficult to demonstrate and assess. It is unlikely to be achieved unless there is both motivation and self-discipline and the students work with integrity of feeling and thought. With this lesson/project we are attempting to judge predominantly inner experiences using external guides — never forgetting it is the quality of the experience that counts.*
>
> *Examples of externals used in drama evaluation:*
>
> - *The atmosphere in the room;*
> - *The level of commitment to the work;*
> - *Ways in which the students reflect on the experience (both within the drama and outside it);*
> - *Their capacity to see wider implications and draw parallels between the drama and the real world."*

Space offered for teacher to record these for co-ordinator:

Class: ***Date:*** ***Initials:***

Atmosphere

....

....

Commitment

....

....

Student reflection level:

....

....

Parallels:

....

....

⇒

> *This exercise could be used to (a) highlight one aspect of the corridor exercise and (b) provide discussion of difference between what we think we would do and what we think others would do. It goes alongside a particular line of explanation opposite.*

10. Feedback sheet

Situation:
A boy or girl of your own age with whom you are friendly appears to be very upset for some reason unknown to you. What do you you think you would do? Please read each carefully and answer the two questions at the end of the page.

feel disturbed but
don't know what to do

talk to your friends about it

tell them to 'pull
yourself together'

try talking to them as if you
hadn't noticed anything

comfort them

do nothing

point the situation
out to an adult

try to interest them in something
else that's going on while being
available to talk or help if asked

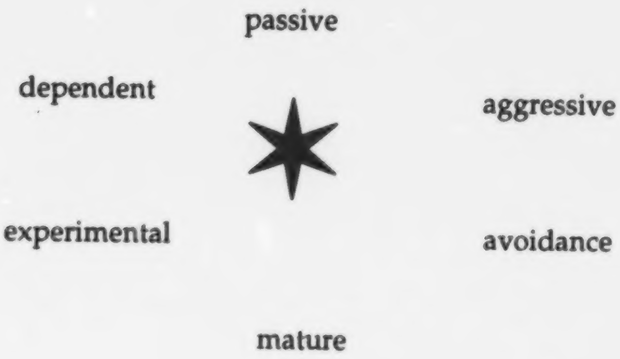
avoid them

make fun of them

try asking them
'what's the matter?'

1. What would you do? (put a **circle** around this one)
2. What do you think would be the most common thing that people in this class would do? (put a **square** around this one)

Peter McPhail (McPhail, 1974) and his colleagues offered young people a number of responses to a variety of such situations, and classified them as follows:



Examples from each category (and categories sub-divided):

passive	do nothing (passive) feel disturbed but don't know what to do (passive-emotional)
dependent	point the situation out to an adult (dependent — adult) talk to your friends about it (dependent — peer)
aggressive	tell them to pull themself together (aggressive) make fun of them (very aggressive)
experimental	try asking them what's the matter (experimental — crude) try talking to them as if you hadn't noticed anything (experimental — sophisticated)
mature	comfort them (mature) try to interest them in something else that's going on while being available to talk or help if asked (mature — imaginative)
avoidance	avoid them (avoidance)

What are the most common responses of the class?
How do the class members see the most likely response of each other?

You might usefully discuss these outcomes. What might be the reason for people behaving in these different ways? Or why a single person might react differently on different occasions?

Subject: English (media studies)

E1: Media study: functions of relationships

The contribution of this module to the project is to develop students' understanding of the functions of long-term relationships for *(a)* the couple, and *(b)* society.

Flow of ideas:

newspaper and magazine stories about relationships

⇓

what aspects of relationships are depicted?

⇓

discussion: what are relationships about?
what do the couple get out of relationships?
what does society get out of relationships?

⇓

survey design, execution, report

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Summary

You will need:

- ✔ at least six single lessons
- ✔ examples of stories and articles from papers and magazines
- ✔ computers/word processors for production of questionnaires and presentation of results.
- ✔ large sheets of sugar paper or similar for presenting graphs.

Subject aims

Its contribution to the education of the class members is through:

- opportunities to discuss as a class and in groups
- writing and presentational skills
- analysis of material from print media

Previous work:
Students are not assumed to have any particular knowledge or skills.

MEDIA STUDY

Teacher's sheets

Overview:

Class and small group discussions are followed by a child-led progression and investigation linked to writing and presentational skills (including devising and undertaking surveys within the year group).

There is an important element of CCSE that we would like to get across, namely that male-female relationships have different aspects (not just sexual) and different functions. These may be illustrated by newspaper and magazine stories and features drawn from a variety of sources, for example:

- social and legal aspects (e.g. stories about Princess Anne's wedding vows, the Children Act)
- emotional functions (e.g. features about problems in relationships)
- sexual functions (e.g. articles about role of sex in relationships)

The notes below were from a pilot which did not have this as an explicit aim.

Links: To Technology, Mathematics, Home Economics and Form Tutor Periods.

This has been run successfully as one aspect of a longer module of work. Pupils continue with an examination of 'soaps' (see module E3), leading to a radio style production and script. Additionally there was supportive work on media presentation and stereotyping using video which could lead to a video recording from their original audio tapes.

Objectives

Identified English NC targets and NC objectives (1992) in this module in the following areas:

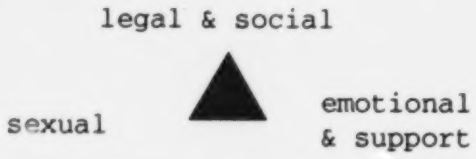
AT1 — Speaking and listening: 4c, d; 5b, c, d; 7c; 8c.

AT3 — Writing: 4c; 5a, d; 7a; 9b.

AT4/5 — Presentation: 6b, d; 7.

"This account is drawn from work with classes in 1990. There is no mistaking the levels of interest and commitment from his pupils in the work we have seen. We suggest that it is a flexible module which could be used to focus on a variety of issues which might not be covered elsewhere.

In particular, there is the notion that there are other aspects of 'sexual relationships' than just the sexual. For example, such relationships serve a variety of support functions for the couple, and provide a familiar framework which is recognised by society and codified in law and religion."



Lesson Plans

1. Several short extracts about relationships were read from newspapers and magazines, with the intention of introducing the subject of media influence.

"The major shift we suggest is that rather than media influence as the focus, students be asked what is portrayed in the print media with respect to relationships. Examples might be drawn from news stories (for example, on soap opera events or actors) or other features such as gossip pages and agony columns. Several social aspects of relationships may be illustrated in this way — structural and legal aspects through marriage vows and divorce cases, emotional and support aspects through agony letters, sexual aspects through a variety of tabloid features. The aspects may be listed and used as the starting points for later investigations...

It is of course likely that the focus of the media and of the class will be on two-person heterosexual relationships inside and outside of marriage, which might usefully be pointed out to a group."

2. Pupils rapidly and naturally expanded the discussion, introducing their own perceptions of what influenced others within their peer group. Among the most commonly identified influences in this whole class discussion, there was no clear overall factor.

3. The pupils decided, and were encouraged, to split into small groups, each of which would concentrate on one of the areas raised: e.g. alcohol, newspapers.

4. Most pupils chose to produce a survey, which could then be filled in by other pupils within the year. While some general discussion took place on the form and style of such surveys, it was left to the students to accept or reject that advice and to produce their own formats. Most chose to use word processing facilities to create their document.

✉

5. In order to introduce specific elements of the CCSE course, it was suggested to certain groups that they might wish to include questions relating to drugs, alcohol and sex. Once again, however, it was left to the students to formulate and ask these questions.

6. A presentation by each group then informed the class of the results of their survey, and examined critically the shape and pattern of the work they had produced, as well as commending effective practice.

7. From this module, as stated previously, we have moved on to an exploration of media influence in 'soaps'.

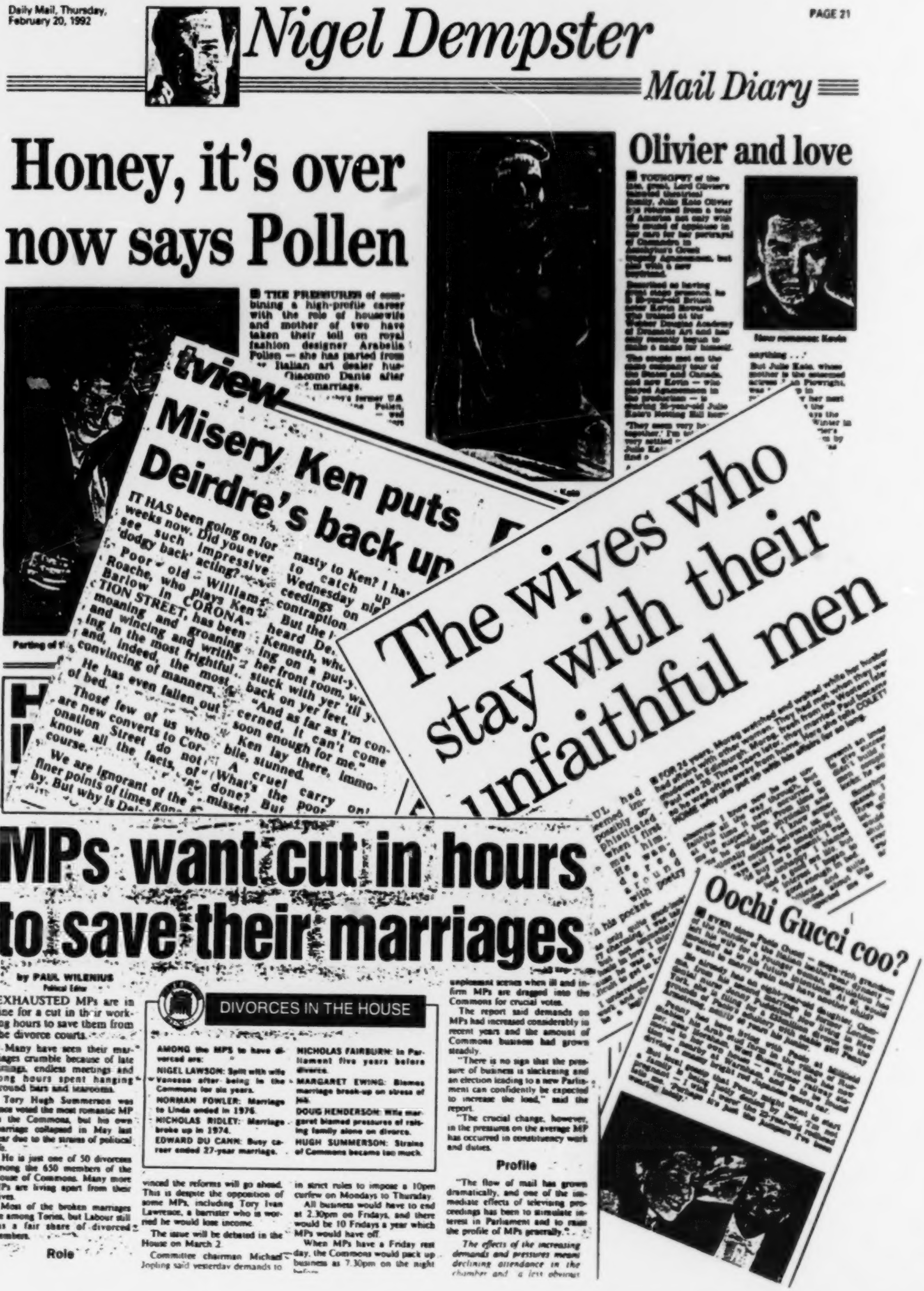
8. Evaluation

Teacher feedback was gained through listening to the pupils before, during and after the project.

✎

> *"Student feedback was gained through the group reports (to which every child contributed actively) and through class evaluation of their surveys. Students identified shortcomings in techniques involved, as well as expanding on what they felt the surveys showed. Apart from entries in personal diary logs, there was no personal student record."*

MEDIA STUDY **Collage**



Daily Mail, Thursday, February 20, 1992

PAGE 21

Nigel Dempster

Mail Diary

Honey, it's over now says Pollen

THE PRESSURES of combining a high-profile career with the role of housewife and mother of two have taken their toll on royal fashion designer Arabella Pollen — she has parted from Italian art dealer husband Giacomo Dante after … marriage.

Olivier and love

tview

Misery Ken puts Deirdre's back up

IT HAS been going on for weeks now. Did you ever see such impressive 'dodgy back' acting?

Poor old William Roache, who plays Ken Barlow in CORONATION STREET, has been moaning and groaning and wincing and writhing in the most frightful and, indeed, the most convincing of manners.

He has even fallen out of bed.

Those few of us who are new converts to Coronation Street do not know all the facts, of course.

We are ignorant of the finer points of times gone by. But why is Dei…

nasty to Ken? I ha… to catch up … Wednesday nig… ceedings on … contraption … But the … heard De… Kenneth, who… ing on a put-y… her front room, wa… stuck with yer 'til y… back on yer feet.

"And as far as I'm concerned, it can't come soon enough for me."

Ken lay there, immobile, stunned.

A cruel … What's the … done? But … carry on … poor … missed …

The wives who stay with their unfaithful men

MPs want cut in hours to save their marriages

by PAUL WILENIUS
Political Editor

EXHAUSTED MPs are in line for a cut in their working hours to save them from the divorce courts.

Many have seen their marriages crumble because of late sittings, endless meetings and long hours spent hanging around bars and tearooms.

Tory Hugh Summerson was once voted the most romantic MP in the Commons, but his own marriage collapsed in May last year due to the strains of political life.

He is just one of 50 divorcees among the 650 members of the House of Commons. Many more MPs are living apart from their wives.

Most of the broken marriages are among Tories, but Labour still has a fair share of divorced members.

Role

DIVORCES IN THE HOUSE

AMONG the MPS to have divorced are:

NIGEL LAWSON: Split with wife Vanessa after being in the Commons for six years.

NORMAN FOWLER: Marriage to Linda ended in 1976.

NICHOLAS RIDLEY: Marriage broke up in 1974.

EDWARD DU CANN: Busy career ended 27-year marriage.

NICHOLAS FAIRBURN: In Parliament five years before divorce.

MARGARET EWING: Blames marriage break-up on stress of job.

DOUG HENDERSON: Wife margaret blamed pressures of raising family alone on divorce.

HUGH SUMMERSON: Strains of Commons became too much.

…vinced the reforms will go ahead. This is despite the opposition of some MPs, including Tory Ivan Lawrence, a barrister who is worried he would lose income.

The issue will be debated in the House on March 2.

Committee chairman Michael Jopling said yesterday demands to …

in strict rules to impose a 10pm curfew on Mondays to Thursday.

All business would have to end at 2.30pm on Fridays, and there would be 10 Fridays a year which MPs would have off.

When MPs have a Friday rest day, the Commons would pack up business at 7.30pm on the night before…

unpleasant scenes when ill and infirm MPs are dragged into the Commons for crucial votes.

The report said demands on MPs had increased considerably in recent years and the amount of Commons business had grown steadily.

"There is no sign that the pressure of business is slackening and an election leading to a new Parliament can confidently be expected to increase the load," said the report.

"The crucial change, however, in the pressures on the average MP has occurred in constituency work and duties.

Profile

"The flow of mail has grown dramatically, and one of the immediate effects of televising proceedings has been to stimulate interest in Parliament and to raise the profile of MPs generally."

The effects of the increasing demands and pressures meant declining attendance in the chamber and a less obvious…

Oochi Gucci coo?

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MEDIA STUDY

Suggestions for feedback ⇒

If a range of aspects can be collated and mutually understood by class members, then this list can be used to gather opinions from the group.
For example, the list might include . . .

religious

sexual

reproductive

legal

emotional

cultural

. . . class members might be invited to identify which are the most often seen (in the print media), the most important (to themselves, to a couple, to society) and so on.

Aspect	*Rank*
religious	
legal	
emotional	
cultural	
reproductive	
sexual	

Subject: English

E2: Relationships in a text (e.g.Joby)

The contribution of this module to the project is to encourage class members to consider what there is to be had from a relationship and how to improve communication within a relationship.

Flow of ideas:

focus on extracts from a particular novel

⇓

to illustrate aspects of relationships

⇓

expansion: what aspects of relationships are there?
what are the most important?

⇓

how are these aspects seen in the text?
how do the characters respond to each other?

⇓

how could the characters improve their patterns of response to each other?

⇓

links to PSE work

Summary

You will need:

- ✔ at least one double and a single lesson
- ✔ copies of the text in question
- ✔ prepared extracts from the book (examples included)

Subject aims

Through this we might hope:

- To improve pupils' ability to communicate in a relationship with parents and partners.
- To help pupils ascertain what characterises a successful relationship.
- To examine priorities within relationships.
- To commence priority setting about relationships.

Its contribution to the English education of the class members is through:

- Development of understanding of relationships between characters in the novel.
- Use of evidence in a text to form judgements about characters' motives.
- Incidentally: Speaking & Listening Attainment Targets — 5b, 6b, 7b.

Previous work:

Students should have read and made some progress in understanding the novel to be used.

RELATIONSHIPS IN A TEXT *Teacher's sheets*

Overview:

This module is an element of a scheme of work in response to the novel *Joby* by Stan Barstow. It could perhaps be adapted for use with any novel or play with similar parent/child content. It centres on small and whole group discussion on relationships between characters after the novel has been read.

> *"We have seen similar successful work done with Romeo and Juliet, which we understand is now a compulsory text"*

Other tasks would involve comprehension, creative extensions, written personal responses to characters and reflective writing stimulated by some of the events in Joby's childhood described in the novel. In addition pupils would have been shown a video in which the author talks about his book and where scenes from the novel are portrayed.

Joby is an ideal vehicle through which adolescents can reflect on their own childhood experiences, be helped to recognise their growing awareness, and the problems of adolescence through empathy with the central character, Joby.

RELATIONSHIPS IN A TEXT   Teacher's sheets

Lesson plans

Activity 1	Divide into groups to discuss relationships between Joby + Mother, Joby + Father, Father & Mother, etc. Each group will be provided with a starter card
Activity 2	Group plenary.
Activity 3	Discussion of issues in relationships
Activity 4	Relating discussion to text.
Activity 5	Agenda-setting in relationships.

> *"In the school in which this was developed the follow-up work done (Activity 5 above) was in a familiar PSE style and was the 'A relationship must be . . .' exercise taken from Greater Expectations (Wisbech: LDA)."*

Lesson 1 (50 minutes)

Activity 1   Divide into groups to discuss relationships between Joby + Mother, Joby + Father, Father and Mother, . . . Each group provided with a starter card.

Pupils are divided into small groups to explore and discuss one of the following relationships in the novel:

a) Joby and Mother   } Starting points for investigation
b) Joby and Father   } are given to the pupils on
c) Joby and Snap   } separate cards in the form of
d) Agnes Macleod and 'friends'   } quotations and/or page
e) Father and Mother   } references.
f) Father and Mona   } (see separate sheets pages E2.8–9)

Homework— summaries of discussion.

One/two people are to be chosen to present findings and conclusions at the next lesson.

Lesson 2 (50 mins)

Activity 2 Group plenary.

Framework for 'report back':

1. What are the characters' expectations from the relationship?
   To what extent are these realistic? How are these influenced by peer group pressure and the media? (Mona and her magazines)
2. What is your opinion about the way the characters behave?
3. Why do you think they behave as they do?

Reporting back session — starting from specific problems in the character's relationships, lead on to a more general discussion about the difficulties in maintaining relationships in general. Relate this discussion to text.

Lesson 3 (50 minutes)

Activity 3 Discussion of issues in relationships

What are important elements in a relationship?
Brainstorm with teacher summary at the blackboard.

Examples: (from *Who Cares?*, Exeter HA)

good communication
physical attractiveness
financial security
satisfying physical/sexual relationship
good sense of humour
fun
honesty
trust
reliability
excitement
caring
friendship
sharing
independence
adventure
challenge
shared interests
willingness to share feeling

What are the most important? (depends on which relationship — parent-child, brother-sister, boyfriend-girlfriend, husband-wife or similar) Pick one as focus. What are the three most important for this sort of relationship? (can be filled in on a sheet and then collected on board) Are people saying pretty much the same, or are they very different?

Activity 4 Relating discussion to text.

Which of the important elements do the pairs of characters get right?

Which of the important elements do the pairs of characters get wrong?

Concluding discussion: can we devise strategies to help these pairs of characters improve their relationships ?

This may be done with the belief that students may derive lessons for their own lives, namely:

- that they can decide what they want from a relationship and be clear why they want this; and
- that there are ways of trying to "communicate their way out of difficulties".

Teacher commentary:

"The input adds relevance to topics and provides another focus for extended discussion.

Features of module observed:

1. Closer teacher relationship with group. One member of group felt able to talk to me about difficulties in a relationship on a separate occasion. Several wrote that they had been glad to have the opportunity to express and share feelings they had been keeping to themselves.

2. Most immature pupils can sometimes dominate group — must be aware of bringing out views and opinions of others.
Not a scheme of work to be tackled with a group unfamiliar to teacher (I have some doubts about doing this in September, needs good rapport to gain most of it). It can be useful for teacher to share personal experiences too if possible.

Most students liked the adult nature of material even if they disliked "Joby" itself. Discussion work highly thought of.

Good scheme of work at KS3."

RELATIONSHIPS IN A TEXT *Co-ordinator's sheet* ✉

We suggest that a useful collection of information can be made here by collating the distribution of top three aspects that are important for a given relationship. We would be particularly interested to see where 'communication' came in the list.

Class: ....

Date: ....

Type of relationship. ....

	No. of top three places
good communication	....
physical attractiveness	....
satisfying physical/sexual relationship	....
good sense of humour	....
fun	....
honesty	....
trust	....
reliability	....
excitement	....
caring	....
friendship	....
sharing	....
independence	....
adventure	....
challenge	....
shared interests	....
willingness to share feelings	....
....	....
....	....
....	....
....	....
....	....
....	....
Teacher's initials	....

Relationships in Joby

Students' starter cards (1)

Please read each card carefully and discuss

1. Joby and Mother (Chapter 1: pages 11-15, 103, 132-133)

"All of a sudden Joby was afraid. He couldn't fathom their adult world, make any sense of it .... Grown ups always seemed so confident, so knowing and sure. Then something like this showed you they were vulnerable too and it knocked the bottom out of everything."

2. Joby and Father (pages 93-94, 97, 150-155)

Idea of double standards — **"more likely she'll (Mother) be worried about him when she gets to know what he's been up to".**
Lack of sympathy and understanding on Father's part. How helpful is he to Joby?

3. Mother and Father

(Chapter 1) Why are these two characters so 'tetchy' with each other? Why do they argue over small, unimportant details?
(Chapter 9) Analyse Mother's reaction when she hears her husband has been away with Mona. What does she think? Do you think her attitude is correct?

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Relationships in Joby

⇒

Students' starter cards (2)

Please read each card carefully and discuss

Joby and Snap (especially page 30)

"There was a wonderful warmth in the heart when you were with someone like this. When you had a little quarrel and made it up — really made it up, without any resentment left over — it was a time when almost everything was right with you, and what wasn't right would be before long."

Are there any parallels here with Joby's relationship with his Father at the end of the novel?

5. Agnes Macleod and 'friends' (see also pages 48, 69-72)

"She was always in the street with big lads round her, either bunching together in a group or arching round and round on bikes. What any of them got out of this Joby didn't know; but they were at it all the time."

6. Mona and Joby's Father (see also pages 49-53, 95-96, 138)

Pages 20-21 — "She went through life in a kind of semi-dreamlike state, as though her thoughts were fixed on something totally removed from the world about her."

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Subject: English

E3: Soap Opera

The contribution of this module to the project is to provide an opportunity for class members to reflect upon and investigate the possible consequences of an unexpected or unplanned event such as a pregnancy, thus possibly raising their personal awareness of the risks involved. A secondary aim is to reflect on the communication between the characters in the scripts developed: did they communicate their way out of difficulties well, or could they have done?

Flow of ideas:

discussion: unplanned life events in life and 'soap' drama

⇓

range of these events collected on cards

⇓

discussion of current soap operas, then
planning a new soap opera episode in groups:
characters, situations, plot

⇓

cards dealt (= interruption by unexpected events)
research and incorporation of event:

⇓

performances and reflection

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Summary

You will need:

- ✔ about four weeks' work (a double and a single lesson a week)
- ✔ set of prepared and/or blank 'chance' cards
- ✔ soap opera episode on video

Subject aims

Its contribution to the English education of the class members is through:

- examination of the development of character
- examples of the use of intervening events in narratives
- discussion of patterns of interaction between characters
- opportunities in groups to show and develop skills in reading
- discussion and writing

These points are detailed below with respect to the National Curriculum.

Previous work:
No previous work or skills are assumed.

SOAP OPERA Teacher's sheets

Overview:

This module was developed from an existing piece of work on soap opera in the school. Students are asked to examine and discuss examples of soap opera scripts and plots, and then devise one of their own. This is familiar ground: it has been given a CCSE slant by focussing on the unexpected events that interrupt life in soaps and elsewhere. Students are asked to research and reflect upon these events, which include early pregnancy.

Lesson plans:

1. Introduce this module with pupils discussing events that can completely change their lives/their family's life.

   e.g.: House burglary; Dad suddenly unemployed; Having to move away (promotion); Older boy/girlfriends — relationships; Failed A Levels; Winning the Pools; Teenage pregnancy etc.

> *"We were keen to see (or to deliberately introduce) the topic of early pregnancy. Other relevant issues have spontaneously arisen,*
>
> *e.g. having an older boy-/girl-friend and being under pressure, awareness of effects of sexual activity on a relationship, awareness of concerns about sexual activity by parents.*
>
> *Others could be introduced if the total package of CCSE modules in a school could be reinforced in this way:*
>
> *e.g. awareness of impact of early pregnancy on future prospects, think about how to maintain self in a group (under pressure)."*

Having produced a list of about 10-15 events (pages E3.11–12), I would then ask pupils to write them up as 'chance' cards to be used at a later date.

e.g.: 'Your Dad is suddenly unemployed'
'You get a new job'
'Your best friend is pregnant at 15'.

2. Get pupils to watch a few soap operas to analyse story lines and characters etc. , and see how many of their situations arise.

3. Main work (in groups) — pupils write own episode of a soap opera. They are given a list and brief description of five characters (they choose three and invent at least two of their own — see Student Sheet, page E3.9).

4. Give soap opera a title and location could include — community centre, pub, adventure playground, a car park, supermarket, and the interiors of houses/flats.

5. Choose a story line as on examples sheet (page E3.10)— start writing up soap opera. Initial story line chosen (1-6) should be researched first (e.g.: facts re. teenage pregnancy.). Time must be allowed for this.

6. While pupils are writing, suddenly each group has to take a 'chance' card (which they are not allowed to reject!) and write that event into their story. Later on take another 'chance' card so events change to reflect examples from real life. The chance cards may be:

- all their own (timing allows for them to be printed)
- all as printed on page E3.11
- a mixture of examples

7. When the soaps have been written each group presents their work to the rest of the class.

8. Discussion of issues raised:

e.g.: reactions to life events

use of such events by authors

examples of confrontation/more positive communications

links with existing TV soaps

problems of coping with life events

problem of coping in a group with which you are uncomfortable.

> *"The 'stage management' of the list of events may be seen to be untrue to the spontaneous offerings of the class. Some other points that might be considered are: 'spontaneous' comments are really prompted by other influences — for example, recent personal events or national news stories the point of the module is to examine things that you don't expect and are perhaps ill-prepared to deal with — that is to say, pupils' response to things that only they have suggested may be better rehearsed, if only in their imagination from the point of view of the project, the module is likely to be less successful without this deliberate management because its content will be less relevant."*

"Such events are used by authors of soaps and other forms of writing to a variety of ends — to heighten dramatic tension, to bring out aspects of characters, to symbolise features of the characters or their situation, or to make ironical or other points about life. These may be discussed with respect to works familiar to the class, either here or at a later date.

The cards thus produced are called 'chance' cards after the game of Monopoly, but it might be useful to dwell on the title if this is used: are these really all due to chance? The respective roles of chance and decision seen in each event might be usefully discussed, or even assessed."

SOAP OPERA Teacher's sheets: suggested timing ✉

Assuming one double and one single lesson a week:

Week 1	Double	Chance cards: discussion of a given 'soap'
	H/work	Write up analysis
	Single	Introduce writing task
Week 2	Double	Group plan characters, settings, story
	H/work	Research storyline
	Single	Writing continues. First chance card
Week 3	Double	Writing continues. Second chance card
	H/work	Final write-up
	Single	Presentation to class.
Week 4	Double	Presentations. Discussion.

SOAP OPERA Teacher's sheets

National Curriculum Aims:

- to develop students' knowledge of the forms and conventions of soap operas
- to develop skills to analyse narrative with reference to structure and characterisation
- to make explicit what students already know about soap operas
- to develop ideas and knowledge through practical work and critical reflection
- to investigate how soap opera narratives are extended through the popular press

Possible outcomes to be assessed:

Speaking and listening

- discussion of conventions of soap operas
- close analysis of a chosen soap opera
- devising an episode of a soap opera given information on characters and settings

Writing

- analysis of a particular soap opera/writing of their own
- development of a character given a brief outline of a scene from a soap opera

Reading

- prompt sheets for group discussion
- press articles showing the interaction between the popular press and soap operas

SOAP OPERAS

Student sheet

Information to students

In this unit of work you will be looking closely at 'soap operas'. You will use the knowledge you already possess to analyse soap operas.

You will:

Speaking and listening

- work in a small group to discuss features of operas
- analyse in detail a soap opera of your own choice
- discuss an idea for a new soap opera given a list of characters and a setting
- watch an episode of a soap opera

Writing

- write a detailed analysis of the features of the particular soap opera chosen by your group
- make a diagram of the relationships between the characters in this soap opera
- write a more detailed description of a character given a brief outline
- in collaboration with your group, write a scene from an episode of a soap opera

Reading

- read materials to provide ideas for discussion in your group
- read popular press articles to discuss the links between the popular press, soap operas and real life.

SOAP OPERAS *Student sheet*

Character sheet

Read through these descriptions.

Choose three (3) to be in your soap opera, and add at least two of your own.

JANET

Janet is 17. She comes from a large family on the estate although now lives in a flat with another young woman from the area [Carol]. She was glad to leave home and leave school, but now finds it difficult to know what to do with her life.

RIFFAT

Riffat is 18, living at home with her mother. She would like to go to teacher training college as soon as she can get a place. She has a number of younger brothers and sisters who she helps manage while her mum's on shift work, and her mother doesn't really want her to leave.

DON

Don is the only child in his family, and helps his parents look after their shop. He often finds it difficult to keep friendships going. At the moment he is going out with Janet, but wishes she would make up her mind what she wants to do.

JIM

Jim is 20 and his wife Maddy and he moved to the area as newly-weds 2 years ago. Maddy is disabled so Jim is anxious to keep his job.

BONNIE

Bonnie is 18, and shares a flat with her older sister, Carrie, 20. Bonnie's family are Scottish and all find it difficult to mix. Bonnie would like to stay in the area but thinks she would have to move to get a better job. At the moment she mostly does babysitting.

....

....

....

....

....

....

....

....

SOAP OPERAS Students sheets: settings

Consider the following six storylines and choose one which interests you.

Add details of your own, such as:

- which sets would be used?
- what would the characters say to each other?
- would you bring other characters into the story? who?
- what impressions of their characters should the actors convey to the audience?

Storyline 1

Maddy becomes suspicious as Jim starts to work later and later.

Storyline 2

Riffat suggests to her mother that Bonnie does some babysitting, but the two don't get on when they meet.

Storyline 3

Don decides he would like to do a course away from home.

Storyline 4

Carol starts to drink at home in the evenings, which upsets Janet.

Storyline 5: (your own)

....

Storyline 6: (your own)

....

SOAP OPERAS *chance cards (examples)*

CHANCE Get top marks in class	**CHANCE** One partner becomes pregnant
CHANCE New job	**CHANCE** Parents concerned about boy-/girl-friend
CHANCE Unemployment	**CHANCE** New baby in the family
CHANCE Older/more experienced boy-/girl-friend puts pressure on	**CHANCE** Move house
CHANCE Fall in love	**CHANCE** Friends plan a crime: they want you to help

SOAP OPERAS

chance cards (blank)

CHANCE

CHANCE

CHANCE

CHANCE

CHANCE

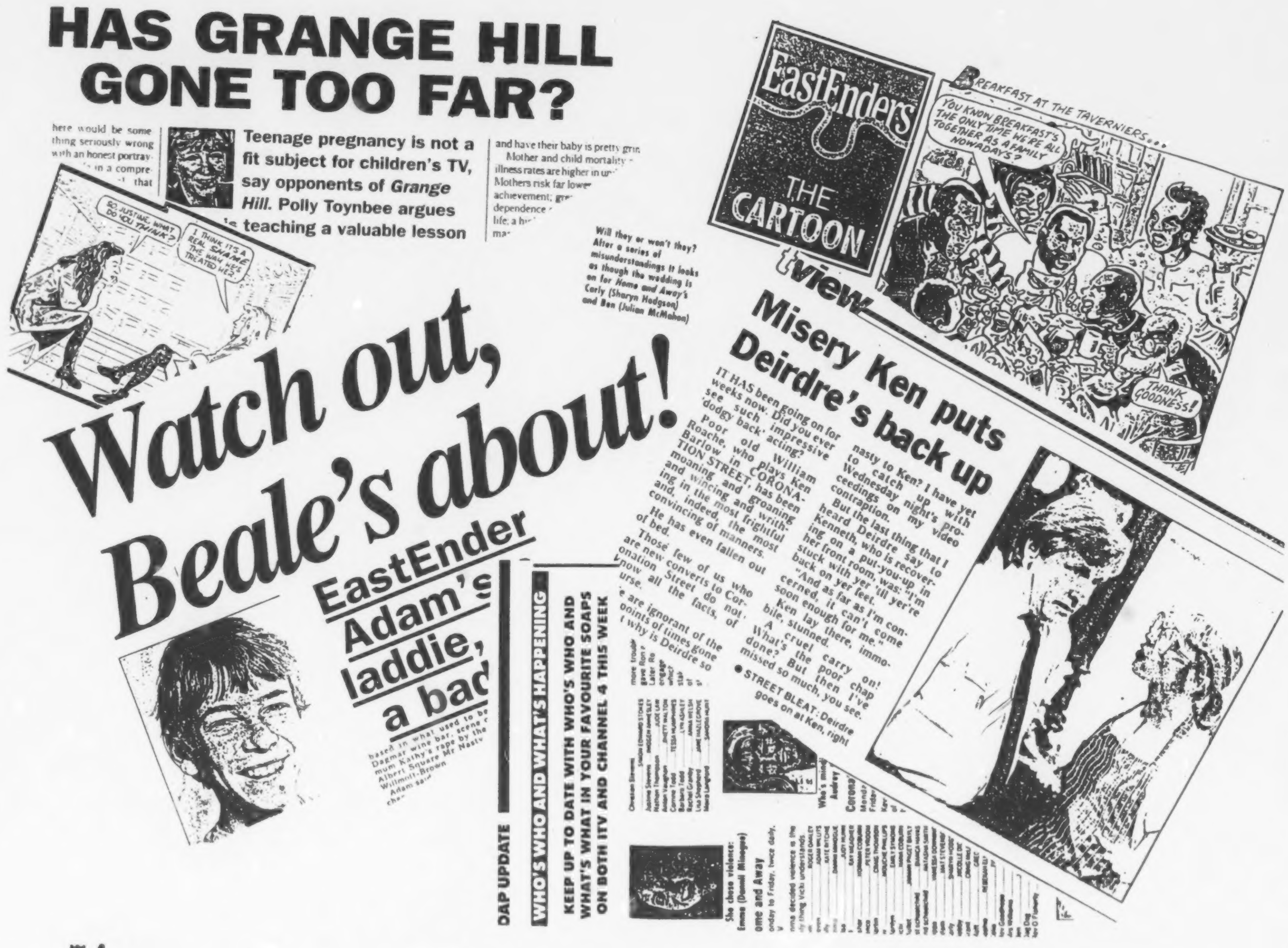
CHANCE

CHANCE

CHANCE

CHANCE

CHANCE



HAS GRANGE HILL GONE TOO FAR?

Teenage pregnancy is not a fit subject for children's TV, say opponents of *Grange Hill*. Polly Toynbee argues 's teaching a valuable lesson

here would be some thing seriously wrong with an honest portray- in a compre- that

and have their baby is pretty grir Mother and child mortality illness rates are higher in ur Mothers risk far lower achievement; gr dependence life; a hu ma

SO JUSTINE, WHAT DO YOU THINK?
I THINK IT'S A REAL SHAME THE WAY HE'S TREATED HER.

Will they or won't they? After a series of misunderstandings it looks as though the wedding is on for Home and Away's Carly (Sharyn Hodgson) and Ben (Julian McMahon)

Watch out, Beale's about!

EastEnder Adam's laddie, a bad

based in what used to be Dagmar wine bar, scene c mum Kathy's rape by the Albert Square Mr Nastv Willmott-Brown Adam said che

DAP UPDATE

WHO'S WHO AND WHAT'S HAPPENING

KEEP UP TO DATE WITH WHO'S WHO AND WHAT'S WHAT IN YOUR FAVOURITE SOAPS ON BOTH ITV AND CHANNEL 4 THIS WEEK

She chose violence: Emma (Dannii Minogue)

EastEnders THE CARTOON

BREAKFAST AT THE TAVERNIERS...
YOU KNOW BREAKFAST'S THE ONLY TIME WE'RE ALL TOGETHER AS A FAMILY NOWADAYS?
THANK GOODNESS!

tview

Misery Ken puts Deirdre's back up

IT HAS been going on for weeks now. Did you ever see such impressive 'dodgy back' acting?

Poor old William Roache, who plays Ken Barlow in CORONATION STREET, has been moaning and groaning and wincing and writhing in the most frightful and, indeed, the most convincing of manners.

He has even fallen out of bed.

Those few of us who are new converts to Coronation Street do not know all the facts, of course.

We are ignorant of the points of times gone by. Why is Deirdre so nasty to Ken? I have yet to catch up with Wednesday night's proceedings on my video contraption.

But the last thing that I heard Deirdre say to Kenneth, who is recovering on a put-you-up in her front room, was: "I'm stuck with yer 'til yer're back on yer feet.

"And as far as I'm concerned, it can't come soon enough for me."

Ken lay there, immobile, stunned.

A cruel carry on! What's the poor chap done? But then I've missed so much, you see.

● STREET BLEAT: Deirdre goes on at Ken, right

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SOAP OPERA Students' sheet: response to module

Please place a mark on the line at the point which reflects your feelings about the module, questions 1-4.

1. **I found this module . . .**
interesting ______________________ boring

2. **I learnt about soap opera . . .**
a lot ______________________ not much

3. **I think I listened to others . . .**
well ______________________ not very well

4. **I was involved in the discussions . . .**
a lot ______________________ not much

5. **The main story line I developed was . . .**
. . . .

6. **I felt comfortable discussing . . .**
. . . .

7. **I felt uncomfortable discussing . . .**
. . . .

8. OTHER COMMENTS
. . . .
. . . .
. . . .
. . . .

SOAP OPERA Students' sheet: perceptions of events ⇒

You may have been shown some or all of the following types of event as part of this module of work.

Please indicate how you feel about each event. Either ...

Score each from 1 to 5 according to how pleasant you think each is,
with 5 = most pleasant.

get top marks in class	1	2	3	4	5
becoming pregnant	1	2	3	4	5
new job	1	2	3	4	5
parents concerned about boy-/girl-friend	1	2	3	4	5
unemployment	1	2	3	4	5
new baby in family	1	2	3	4	5
pressure from boy-/girl-friend to do something you don't want to do	1	2	3	4	5
moving house	1	2	3	4	5
fall in love	1	2	3	4	5
pressure from friends to do something you don't want to do	1	2	3	4	5

Score each from 1 to 5 according to how stressful you think each is,
with 5 = most stressful.

get top marks in class	1	2	3	4	5
becoming pregnant	1	2	3	4	5
new job	1	2	3	4	5
parents concerned about boy-/girl-friend	1	2	3	4	5
unemployment	1	2	3	4	5
new baby in family	1	2	3	4	5
pressure from boy-/girl-friend to do something you don't want to do	1	2	3	4	5
moving house	1	2	3	4	5
fall in love	1	2	3	4	5
pressure from friends to do something you don't want to do	1	2	3	4	5

Score each from 1 to 5 according to how likely you think each is to happen to you,
with 5 = most likely.

get top marks in class	1	2	3	4	5
becoming pregnant	1	2	3	4	5
new job	1	2	3	4	5
parents concerned about boy-/girl-friend	1	2	3	4	5
unemployment	1	2	3	4	5
new baby in family	1	2	3	4	5
pressure from boy-/girl-friend to do something you don't want to do	1	2	3	4	5
moving house	1	2	3	4	5
fall in love	1	2	3	4	5
pressure from friends to do something you don't want to do	1	2	3	4	5

Subject: Geography

G1: Population and change

Difficulties of child care — social support.

Flow of ideas:

standard of living in different countries: similarities and differences

⇓

problems and support for different groups in society

⇓

population change in UK,
family size in UK and elsewhere

⇓

standard of living in UK and elsewhere:
financial and social support

Summary

You will need:

✔ stimulus material on comparison country (or countries), particularly pictures, for example:

worksheet on China: **'One child is good'**

photos and video: **'China's child'** as stimulus

A Tale of Two Cities: Calcutta, London. A photo series by Mark Edwards, published by the World Wildlife Fund, £9.95. The text may be blanked out by the teacher. Selection to show rich and poor in each country, e.g.:

27	single mother in bedsit	mother and child on street
22	woman & child in kitchen	mother washes pots in open drain
9	herb and cosmetics shop	street vendor
20	domestic skip	picking over a rubbish dump
11	beggar in the Underground	one of 30,000 beggars
10	disabled matchseller	begging to stay alive
13	children's party	children's fancy dress

Video from a television series **The Global Environment, Part 1: Urbanisation in Bombay.**

TEACHER'S SHEET

Introduction

This unit of work has been undertaken by year 8 students and is also suitable for use with older age groups. The emphasis is on the similarities of, and differences between, the economically developed and economically developing countries. This material was originally used as part of a cross-curricular economic awareness package involving Geography and Home Economics. The Geography section has been adapted for CCSE.

Subject aims:

- to appreciate the similarities and differences in lifestyle in different parts of the world
- to foster an awareness that although Britain as a nation could be regarded as considerably better off than India, each country has its rich and poor people
- to consider the feelings of the less well-off in each country, ie. to realise one is poor in a land of conspicuous wealth (Britain) or poor where poverty is a more familiar situation (India)
- difficulties of child care

National Curriculum Orders:

Gg4

6f) Compare levels of economic development and welfare in different parts of the world; appropriate indicators.

Gg2

3d) Compare features and occupations of the local area with other localities

4e) Describe how the daily life of a locality in an economically developing country is affected by its landscape, weather and wealth.

7b) Evaluate the extent to which an economically developing country displays the characteristics of development.

Supplementary notes:

The World Wildlife photo packages have been redesigned so may not contain the exact photos listed.

Lesson 1

A Tale of Two Cities: Calcutta, London. A photo series by Mark Edwards, published by the World Wildlife Fund, £9.95. The text is blanked out by the teacher. Selection to show rich and poor in each country, e.g.:

27	single mother in bedsit	mother and child on street
22	woman and child in kitchen	mother washes pots in open drain
9	herb and cosmetics shop	street vendor
20	domestic skip	picking over a rubbish dump
11	beggar in the Underground	one of 30,000 beggars
10	disabled matchseller	begging to stay alive
13	children's party	children's fancy dress

The class to be divided into groups of 4, each with a different photo of one aspect of a country (Britain). Five minutes to discuss and note what the photo shows. Then given the second (Indian) photo of the pair, with time for discussion, and taking notes.

Reactions vary, but those with the 'poorer' photos of Britain thought that London was awful, until they saw Calcutta. Some were surprised that Calcutta had affluent areas, but all knew of Britain's poor. Opinions were divided about poverty. Some felt it was worse to be poor in Britain, and aware of what one was missing. The Welfare State didn't do too good a job. The single mother was in a real dump, and why should people have to beg? Others felt that to be poor in Calcutta was nearer the norm, yet there was very little expectation of improvement.

Information sheets

There are a number of sheets of information enclosed which illustrate:

A different standards of living in different countries

B different standards of living within a country

C different experience of mortality between/within countries

D different experience of social support within/between countries

STUDENTS' SHEET: BACKGROUND STATISTICS

General (1990)

China: population (1990) 1119.9m, area 9597 km^2

India: population (1990) 853.4m, area 3288 km^2

UK: population (1990) 57.4m, area 244km^2

Historical family size in UK — compare Total Fertility Rate(TFR) in table below*

Year of marriage	Mean completed family size
1861-69	6.16
1871	5.94
1881	5.27
1890-99	4.13
1900-09	3.3
1911	2.83
1921	2.38
1931	2.08
1941	2.04
1951	2.22
1955	2.32
1961	2.41
1967	2.32
1990	1.8

* 'Total Fertility Rate' describes the average total births by adult women (not annual rate).

A *Life expectancy at birth (1984):*

UK: Male 68, Female 74 (1990: Male 71, Female 76)

China: Male 62, Female 66

India: Male 46, Female 45

A (1990)	**Birth rate /1000***	**Death rate /1000****	**TFR**	**%<15y**	**%65y+**	**GNP ***p.c.**
India	32	11	4.2	39%	3%	330
China	21	6	2.3	26%	6%	2,460
UK	14	12	1.8	19%	15%	12,800

* 1965 Birth rate/1000 India: 43 China: 34
1975 Birth rate/1000 India: 36 China: 26

** infant mortality: deaths/1000 births
Europe: 20 South Asia: 124 East Asia: 59.

*** Gross National Product per capita

B N.B. Perinatal mortality varies a great deal with age and other social factors
e.g. 1984 UK Social classes I/II: 7.7/1000; IV/V: 22.7/1000
e.g. 1984 UK UK& Irish: 10/1000; Asian origin: 15/1000; Afro-Caribbean: 14/1000

A 0-5% of adult population in China are seeking work
10-15% of adult population in UK are seeking work
15-20% of adult population in India are seeking work

A/B There are about 3 women wage-earners in India for every 10 men working
There are about 7 women wage-earners in UK for every 10 men working

A/B 20% of 10-14 year-olds are in the labour force of India (estimated)
11% of 10-14 year-olds in the labour force of China (estimated)

A 1977 estimate: up to 50% of India's population live in poverty

A *Food:*
In 1980 there were..
over 25% more calories available per head of population in UK than required
over 5% more calories available per head of population in China than required
over 10% fewer calories available per head of population in India than required

A *Health care provision*
There were over 800 beds per 100,000 population in the UK in 1981
There were about 300 beds per 100,000 population in China in 1981
There were less than 100 beds per 100,000 population in India in 1981

A *Adult illiteracy 1984:*
India 60-80%, China 20-40%, UK figures not available

A/B

Proportion of world population	*Share of world income*
49%	5%
8%	2%
9%	3%
9%	8%
9%	15%
15%	67%

STUDENTS' SHEET: BACKGROUND STATISTICS

c *Different experiences within the same society*

Table of rates of prenatal mortality per 1000 births, by age and social class, UK 1990

Effect of age on perinatal mortality — all births

	All ages	*<20y*	*20-24*	*25-29*	*30-34*	*35+ years*
No.	5716	586	1507	1785	1165	673
% rate	**8.1**	**10.5**	**8.3**	**7.0**	**7.4**	**10.8**

Effect of age on perinatal mortality — inside/outside marriage

		All ages	*<20y*	*20-24*	*25-29*	*30-34*	*35+ years*
Inside	No.	3778	116	846	1347	933	536
	rate	7.4	10.5	7.9	6.6	7.0	10.5
Out	No.	1938	470	661	438	232	137
	% rate	**9.6**	**10.5**	**8.9**	**9.1**	**10.1**	**12.7**

Effect of social class on perinatal mortality — births within marriage

	All classes	*I*	*II*	*IIIN*	*IIIM*	*IV*	*V*
No.	3582	291	807	381	1287	607	209
% rate	**7.4**	**6.6**	**6.0**	**7.1**	**7.6**	**9.5**	**9.6**

Effect of age on perinatal mortality within social class I — births within marriage

	All ages	*<20y*	*20-24*	*25-29*	*30-34*	*35+ years*
No.	291	2	19	98	118	54
% rate	**6.6**	**(9.3)**	**5.7**	**6.1**	**6.8**	**7.5**

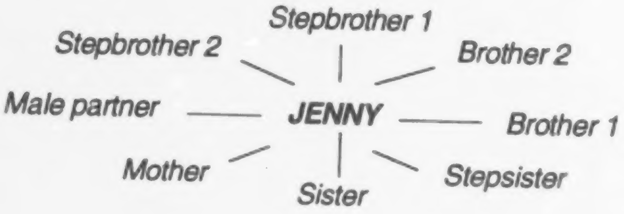
Effect of age on perinatal mortality within social class V — births within marriage

	All ages	*<20y*	*20-24*	*25-29*	*30-34*	*35+ years*
No.	209	16	84	56	29	24
% rate	**9.6**	**(13.1)**	**10.7**	**7.3**	**8.3**	**15.0**

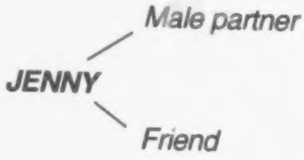
STUDENTS' SHEET: ILLUSTRATION OF CHANGE IN SOCIAL NETWORK FOR YOUNG MOTHER

D 65% of parents in India expect their children will support them
2% of elderly in India live in residential institutions

Jenny's social network in pregnancy (UK 1980s)


Stepbrother 1
Stepbrother 2
Brother 2
Male partner
JENNY
Brother 1
Mother
Sister
Stepsister

Social network at 21 months after birth of child


Male partner
JENNY
Friend

TEACHER'S SHEET

Lesson 2

Video from a television series **The Global Environment, Part 1: Urbanisation in Bombay.**

Show the video, which is bouyant and optimistic. Colourful, lively music, and with people making the best of very difficult circumstances.

> *Comments: attractiveness of the clothing, cleanliness of the homes, degree of self-help. Lots and lots of children, small crowded rooms, illiteracy, poverty, lack of Welfare State. We wouldn't put up with it in Britain. We don't have the same climate. We moan too much. We expect more. We don't need children to do jobs. Children here go to a proper school. People here have more opportunities. Aren't they marvellous people in India, doing what they can to make the most of what they have.*

Discussion can include the impressions gained from the presentation of the previous week's material. The teacher could pose specific questions about birth rates, perinatal mortality, early pregnancy and child care.

Various texts illustrate Chinese attempts to limit births, and stress the perceived value of children to those who have them.

STUDENT SHEET: FEEDBACK

1 **The style of life in London is similar to that in Calcutta.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

2 **Social Security helps anyone.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

3 **If people are disadvantaged it's their fault.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

4 **Having children benefits both the parents and the country.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

5 **It is easy to bring up a baby in Britain.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

6 **All people in Britain are better off than those in India.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

7 **Its better to be poor in Britain than in India.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

8 **People accept the conditions they are used to.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

9 **Un-partnered mothers receive better support in India than in Britain.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

10 **Whatever their circumstances, people make the best of them.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

11 **The lifestyle of individuals is less important than that they are loved.**

strongly agree = 1 — 2 — 3 — 4 — 5 = strongly disagree

Commentary from project team:

The students responded in groups to the range of statements offered.

A summary of the groups' written responses to Q5 above is offered below.

5) It is easy to bring up a baby in Britain.

Group 1. All strongly agree - it's easy.

Group 2. It's not easy anywhere, but it's easiest here.

Group 3. Depends on the situation.

Group 4. All agree it's easier.

Group 5. Mostly no.

Group 6. True (easier).

Additional commentary by groups mentioned: the role of charities, the decision being a couple's decision rather than an individual's, abandonment by the male partner, babysitters, and the support of the extended family.

Pupils used this opportunity (as they may any opportunity) to talk about their own feelings about gender roles and parenting, particularly separation and divorce

Follow-up work

What is overpopulation?

What do we mean by the implication of 'too much' population: insufficient resources, inactivity to cope? This may then include some further CCSE objectives, if we look at the coping mechanism of early pregnancy/young adults.

Subject: History

H1: The Healthy Effect of War

☮ to examine two accounts of changing patterns of infant mortality during the war to illustrate the importance of maternal diet in pregnancy, and to illustrate some of the risks of pregnancy

Flow of ideas:

introduction: the actions of Government on 'the home front'; rationing

⇓

extract 1: the effects of nutrition on health

⇓

extract 2: the effects of nutrition and other factors on mothers and babies

⇓

discussion: factors affecting health

Summary

You will need:

- ✔ Worksheets (pages H1.4–7).

Introduction

This module may be tied in to the National Curriculum framework:

KS3 Core Study Unit 5: The Era of the Second World War: the experience of war

and

KS4 Core HSU 33: The Era of the Second World War

- the human impact of war
- civilian life in Britain
- rationing
- Beveride and the post-war consensus

It can serve the attainment target 3: **Aquiring and evaluating historical information**.

Two styles of lesson are offered. The first passage is straightforward and may be used with most pupils. The second extract is more complex and may be omitted or used with groups of young people in a more active learning style.

Lesson Plans

Lesson 1

1. Introduce work to class. Recap and discuss 'the home front' and discuss what they know about rationing.
2. Read and answer questions on extract 1 (pages H1.4–5).
3. Discuss answers and any reactions.

Lesson 2 or Lessons 2/3

Introduce extract 2 (page H1.6) along these lines: "Brockington is clearly impressed by the effects of better nutrition through rationing; Ann Oakley discusses these effects in more detail. Read it carefully."

Now either . . .

4. Read and answer questions on extract 2 (page H1.7), which is more difficult material.
5. Discuss answers and any reactions.

Or . . .

Lessons 2/3

Allow pupils, or groups of pupils, to choose from amongst the following tasks.

You have two lessons to complete this exercise. You may work in pairs if you wish.

(i) Present a radio documentary entitled *The Healthy Effect of War*. You must write a script as well as present the programme at the end.

(ii) Make a wall display illustrating how diet and other factors affect health, and what the Coalition Government did during the war years to improve diet.

(iii) Write a magazine article about the information contained here, with advice for readers.

In all of these exercises, you can include:

- any relevant background
- accurate reference to events and effects
- any diagrams or pictures which need to be clear
- interviews with interested parties
- your own opinions

Extract 1

[p.51]

A Nutrition Policy

...

"The second World War had begun before any practical steps of note had been taken to apply the new knowledge [about nutrition]. Nevertheless, the widespread publicity which had been given to these scientific discoveries made it possible to put drastic schemes for the national control of feeding quickly into operation: (1) food subsidies; (2) rationing; (3) control of the wheat grain; (4) priority issues; (5) planned meals; (6) enrichments; (7) nationwide health education in food values. ...

"Priority issues included milk, orange juice, vitamins and meat for expectant and nursing mothers, and milk for young children and school pupils - the "priority classes"; meat and fats in industrial canteens for workers in heavy industries. ...

"Before World War II about 2500 meals daily were being served to school children; by October 1941 the figure was 406,000 and today [in 1960] it is about 3,000,000. ...

"There was a striking change in the stature of children during World War II. The average height in England increased by half an inch and weight by two pounds, at a time when there were many factors adverse to child health. ..."

[p.185]

Priority Feeding

"Stillbirth rates in England and Wales, after remaining stationary for many years, fell between 1939 and 1949 from 34 to 23, at a time when many influences were inimical to the health of the baby in its mother's womb, bombing, anxiety and factory work among them. The stillbirth rate may indeed be regarded as an index of the nutritional status of the population. ..."

From
The Health of the Community
by
C Fraser Brockington
London: Churchill. 1960.

Student's worksheet

Questions on Extract 1 (A Nutrition Policy)

1. What is meant by the following terms:

   subsidies *enrichments* *health education in food values*

   Give examples of what you think might have been done by the Government.

2. What are the functions of food for the human body?

3. What is meant by the terms (*a*) expectant, and (*b*) nursing mothers?
   Why would they be a priority class?

4. What might be included in the 'factors adverse to child health'?

5. What does 'an index of the nutritional status of the population' mean?

6. [Discuss and make notes.]

   What right does a Government have to make changes in the food industry (*a*) in wartime, and (*b*) at other times?

   What other changes in food policy do you know about?
   What sort of changes would you like to see in food policy now?
   Would this be the responsibility of Government?

Extract 2

[p.125]

The healthy effect of war

"In 1944 no less a person than the Minister of Health had declared that he was proud to hold office at a time when the infant mortality rate was the lowest on record; the neonatal mortality rate was the lowest on record; the maternal mortality rate was the lowest on record; the still-birth rate was the lowest on record; and the birth rate was the highest for 15 years. According to these indices, the Second World War was the best thing that had happened to pregnant women for a long time ...
"But during the first half of the war, neonatal mortality did not alter, not did the death-rate for illegitimate infants, nor did maternal mortality, and nor did the still-birth rate. ...

"The wartime improvement in the stillbirth rate was a worldwide phenomenon, and can be seen in most countries for which reliable data exist. ...

"What was the cause of the contrast between 1939-42 and 1943-45, and why did the stillbirth rate improve so markedly and consistently? It was during the latter period of the war that the economic and social policies of the Coalition Government were most likely to have had an effect - not only the milk and vitamin schemes, but also the control of inflation. ..."

...

"There are ... three basic explanations of the apparently beneficial effect of the war on national health: (1) the underlying long-term trend towards more national health care and social service provision ...; (2) the specific income- and diet-equalising policies of the wartime Government; (3) longer-term changes - in the ages and obstetric experiences of mothers ... and in other factors in the mothers' own childhoods, showing their benefit a generation later.

...

"The purpose of the NHS was to create a better and still healthier world for Britain's babies - and a world in which women would be happy to bear them."

From
The Captured Womb
by
Ann Oakley
Oxford: Blackwell. 1984.

Student's worksheet

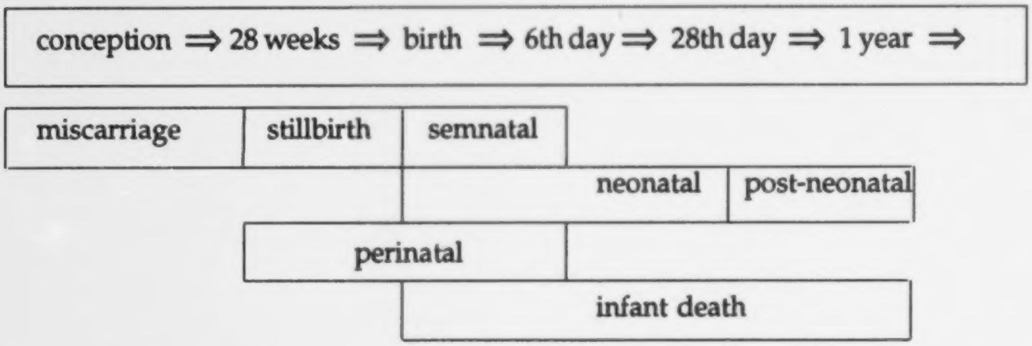
Questions on Extract 2 (The Healthy Effect of War)

1. What detail does Ann Oakley give that Brockington misses out about stillbirth rates?
2. What effects, other than diet, does this extract describe that might cause the improvements in health that were observed in the later part of the war? Explain how these effects might work to improve health.
3. What social changes were made by the Government in health care after the war?
4. What information would you need to decide which of the three explanations offered was the most important?

Teachers notes: some biology for historians

Terminology

Describing deaths at and around birth


conception ⇒ 28 weeks ⇒ birth ⇒ 6th day ⇒ 28th day ⇒ 1 year ⇒
miscarriage
stillbirth
semnatal
neonatal
post-neonatal
perinatal
infant death

For example, **stillbirth** refers to deaths of babies born after the 28th week of pregnancy, whereas **perinatal** refers to all deaths that occur between the 28th week of pregnancy and the 6th day after birth

There are two reasons why misrepresentations may occur: women may not be sure of the exact date of conception, and there may be a tendency for doctors to call an event a **miscarriage**, which does not need to be registered as a death, rather than a **stillbirth.**

The uses of food in the body include . . .

substances incorporated in **repair & maintenance** of body, and new growth of e.g. hair, food **energy** for maintaining work of body.

For pregnant mothers there is a third drain on food resources: growth and repair of foetal tissue

For young mothers there may be a substantial drain for the **growth of their own bodies**. This may be why young mothers seem particularly susceptible to negative effects of poverty in terms of perinatal mortality.

Feedback

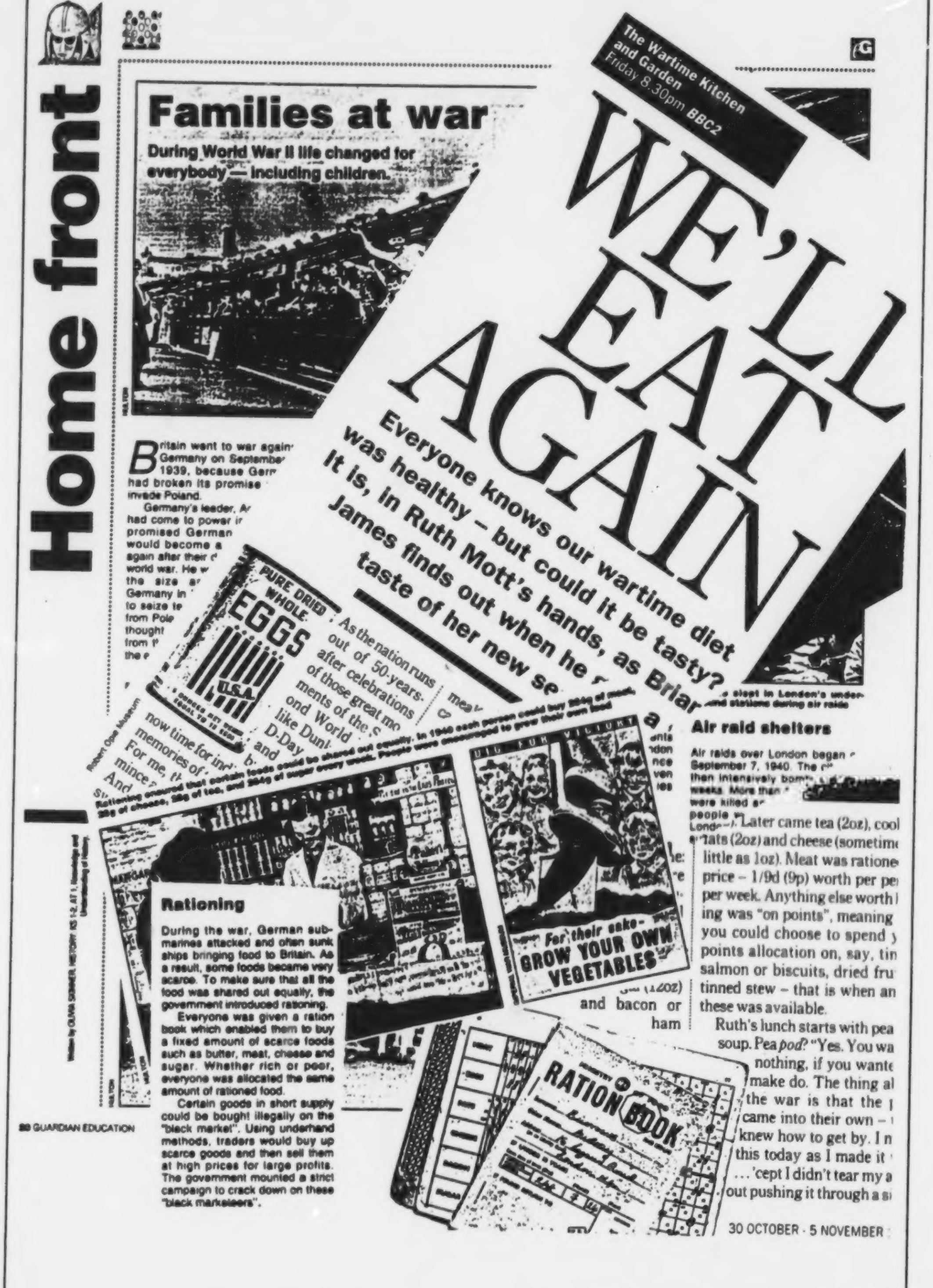
What factors are given in the passages which are claimed to affect the health of mothers? unborn and newly born babies? children? Fill in the table below from the extracts.

mothers	unborn/newborn babies	children

Could you add any ideas to these lists?

mothers	unborn/newborn babies	children

Background reading: collage



Home front

Families at war

During World War II life changed for everybody — including children.

HULTON

Britain went to war again
Germany on September
1939, because Germ
had broken its promise
invade Poland.
Germany's leader, A
had come to power i
promised German
would become a
again after their c
world war. He w
the size a
Germany in
to seize te
from Pole
thought
from t
the e

The Wartime Kitchen and Garden
Friday 8.30pm BBC2

WE'LL EAT AGAIN

Everyone knows our wartime diet was healthy – but could it be tasty? It is, in Ruth Mott's hands, as Brian James finds out when he s new se

PURE DRIED WHOLE EGGS U.S.A.

As the nation runs out of 50-years. after celebrations of those great mo ments of the S ond World like Dunl D-Day and b

now time for ind memories of For me, th mince And S

Robert Opie Museum

Rationing ensured that certain foods could be shared out equally. In 1940 each person could buy [illegible] of [illegible], [illegible] of cheese, [illegible] of tea, and [illegible] of sugar every week. People were encouraged to grow their own food

Rationing

During the war, German submarines attacked and often sunk ships bringing food to Britain. As a result, some foods became very scarce. To make sure that all the food was shared out equally, the government introduced rationing.

Everyone was given a ration book which enabled them to buy a fixed amount of scarce foods such as butter, meat, cheese and sugar. Whether rich or poor, everyone was allocated the same amount of rationed food.

Certain goods in short supply could be bought illegally on the "black market". Using underhand methods, traders would buy up scarce goods and then sell them at high prices for large profits. The government mounted a strict campaign to crack down on these "black marketeers".

(12oz) and bacon or ham

...e slept in London's underground stations during air raids

Air raid shelters

Air raids over London began o
September 7, 1940. The c
then intensively bomb
weeks. More than
were killed a
people
Londo

Later came tea (2oz), cool fats (2oz) and cheese (sometime little as 1oz). Meat was ratione price – 1/9d (9p) worth per pe per week. Anything else worth ing was "on points", meaning you could choose to spend y points allocation on, say, tin salmon or biscuits, dried fru tinned stew – that is when an these was available.

Ruth's lunch starts with pea soup. Pea *pod*? "Yes. You wa nothing, if you wante make do. The thing al the war is that the p came into their own – knew how to get by. I n this today as I made it … 'cept I didn't tear my a out pushing it through a s

30 OCTOBER · 5 NOVEMBER

30 GUARDIAN EDUCATION

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Subject: Mathematics

Ma1: AIDS: Modelling the epidemic

Understanding changing nature of HIV/AIDS, particularly for heterosexuals. Realising risks involved and dangers of sexual experimentation. Affirmation of importance of Safer Sex.

Flow of ideas:

exploration of HIV/AIDS data
⇓
prediction and modelling
⇓
projection from model
⇓
implications of model
⇓
reflection: social consequences

Project Brief

Subject:	*Maths*
Title:	*AIDS - The Changing Picture*
CCSE Objectives:	Understanding changing epidemiology of HIV/AIDS Realising risks involved and dangers of sexual experimentation Affirmation of importance of Safe Sex
Subject Objectives:	Session 1 Percentage NC 2/4, 2/5, 2/6 Estimation NC 2/4, 2/5 Statistical Diagrams NC 5/3, 5/5 Organise & Analyse Data NC 5/7, 5/9
	Session 2 As above plus: Number patterns/maths models NC 3/6
Previous Work:	Understanding Pie Charts Basic understanding of %
Lesson Plans:	Session 1 Introductory brainstorm led by teacher Group work on estimating AIDS data Introduction of real data Conversion to % Analysis of real data by Pie Chart Analysis of New Cases Discussion
	Session 2 Role play modelling exercise Generate and Extend Mathematical Model
Resources:	Worksheets Package of available extension material

Session 1

Brainstorm the transmission routes of HIV.

Information on HIV/AIDS

How the information comes up will depend on the class.
The following may be helpful at this stage.

HIV stands for Human Immunodeficiency Virus.

- Human because it affects Human, as opposed to SIV which attacks apes (S for Simian).
- Immunodeficiency because it leads to a breakdown of the body's defence mechanism.
- Virus because that's what it is.

AIDS stands for Acquired Immune Deficiency Syndrome.

- Acquired because it is passed on (AIDS is not a virus itself).
- Immune Deficiency as above.
- Syndrome because AIDS is a collection of illnesses which would generally not be seen in humans. Once a number of these is present a person is said to have AIDS.

In talking about transmission routes try not to dwell on value laden terms like 'victim', 'plague', etc. It is also important to refer to high risk activities rather than high risk groups.

1. The children should be able to come up with the following ways that the virus was transmitted:

- Sexual Intercourse Between Men (abbreviated throughout to SIBM)
- Sexual Intercourse Between Men and Women (abbreviated to SIBM&W)
- Injecting Drug Use (abbreviated to IDU)
- Blood Factor (e.g. haemophiliacs, transfusions)
- Mother to Child
- Other/undetermined (important to include this category)

2. Estimating Exercise

- Having obtained the list of transmission routes what is the major one?
- Do the pupils have an idea of what the figures would be?
- Where does this idea come from? Media? Friends?
- Are there more People With AIDS (PWAs) through drug use or through sexual intercourse between men and women?

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3. Get the pupils in groups of two. Give each group a large piece of paper, pair of compassess and/or pie chart scale and ask them to estimate from what they know how the figures break down in terms of percentages for each of the transmission routes. Draw a pie chart showing this information and clearly label it as an estimate. These should be labelled with pupil names as they can be used for data collection by the project.

While this is going on there will be opportunity to assess the pupils talking about Mathematics (AT1).

There is scope for important mathematical points to be made and low achievers may spend a considerable time on this exercise and may need a lead-in pie chart exercise to this one (i.e. Draw a pie chart to estimate how you spend your pocket money on sweets, clothes, magazines etc).

- What happens if one of the sectors is increased in percentage?
- What is the total percentage then?

Introduction of real data

Once the groups have arrived at their estimate of AIDS transmission routes they should be given a copy of the worksheet (page Ma1.9) showing actual figures for December 1991 and April 1992.

From this they should work out percentages and draw a separate pie chart for December 1991 and April 1992. Teacher-led work on how to find percentages may be required at this stage.

Using the December 1991 and April 1992 figures the pupils can get a figure for the new cases, those who developed AIDS in that 4 month period. Analysis by transmission route for these cases begins to show a very different picture of the spread of AIDS. It is worth reminding the pupils at this stage that there is a long 'lead time' involved in the figures and someone developing AIDS in April 1992 reflects transmission of the HIV virus anything up to about 10 years earlier.

Time should be given to some DISCUSSION of the epidemiology of the illness and the importance of Maths in helping society understand the spread, try and limit the effect and to cope with the aftermath.

Session 2

In the last session we saw how the percentage of cases through heterosexual sex was increasing. In this session we are concentrating in particular on the spread of HIV through sexual intercourse between men and women. The session takes the form of an extended role play exercise.

Get the pupils to split into work groups of 4 or 5.

Introduction along the line of:

> "You are Health Care Managers. You are responsible to the Government for planning resources and funds for the Health of the Nation. You are working particularly on the area of HIV/AIDS and trying to forecast its short term and long term effects. In particular you are looking at the spread of HIV/AIDS through sexual intercourse between men and women. Your job is to try and predict how many cases there will be in the next year so that hospitals can be made ready. All you have to go on is what has happened before, the previous year and the years before that.
>
> We are going to go back in time. Back to the year 1984. It is now the end of 1984, so far 106 people have developed a strange illness. They have lost weight, developed odd cancers including brain cancers and skin cancers and various unusual infections leading to blindness, pneumonia and brain abcesses. Nearly all the 106 people were homosexual. None contracted the illness through heterosexual sex. It is not known what causes the illness. Your job is to predict how many cases there may be in 1985 caused by sexual intercourse between men and women. There have been none so far."

The pupils in groups, using the worksheet provided, then enter their prediction for cases in 1985. It would be useful to have a results board at the front where the results for all groups can be entered year by year.

> "It is now the end of 1985. During this year three people developed AIDS though heterosexual sex. What is your prediction for 1986?"

Again the pupils enter their estimate for 1986.

> "It is now the end of 1986. During this year seven more cases of AIDS through heterosexual sex developed. Using your figures for 1985 and 1986 predict for 1987."

Using workseet (page Ma1.10) each group builds a mathematical model which most accurately fits the known data. As more data is known their models can become more elaborate and each group should be given the opportunity to present their model and their next prediction to the rest of the class for each year. Actual figures are as follows:

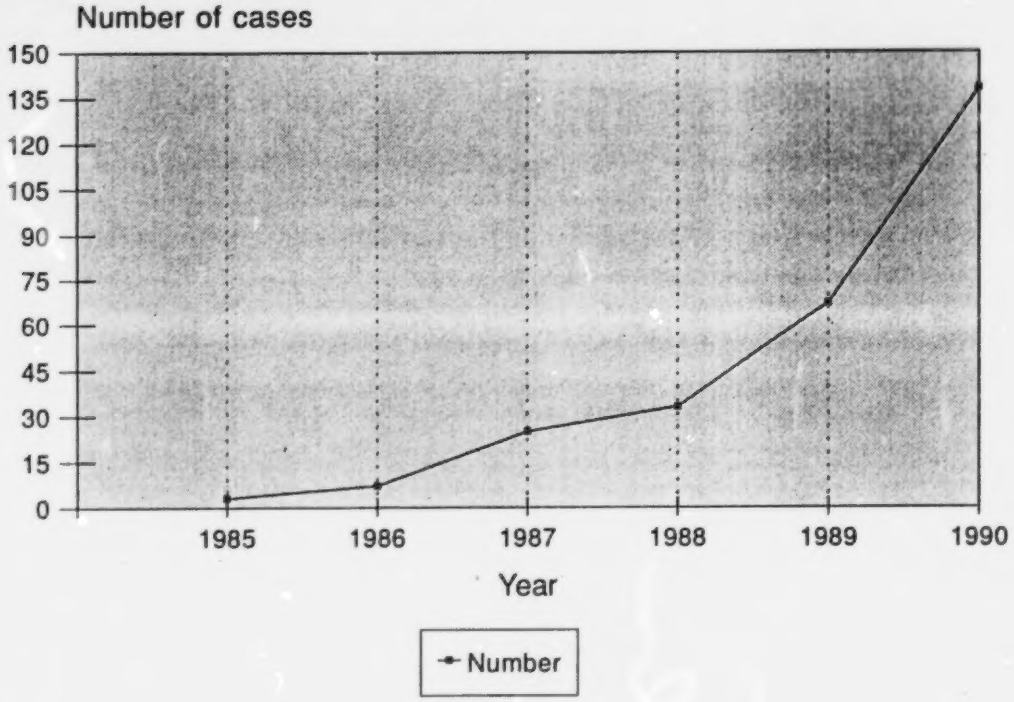
1985	3
1986	7
1987	25
1988	33
1989	67
1990	138

Having completed their model and arrived at the most recent real figure for 1990 the pupils should try and arrive at their best model which fits all the data up to date in the best possible way. Included here is a graph (page Ma1.7) to show the Actual Cases to 1990 and a graph to show the Actual against a model using a yearly multiplication factor of 2.155. Note that this offers a near perfect fit up to and including 1990.

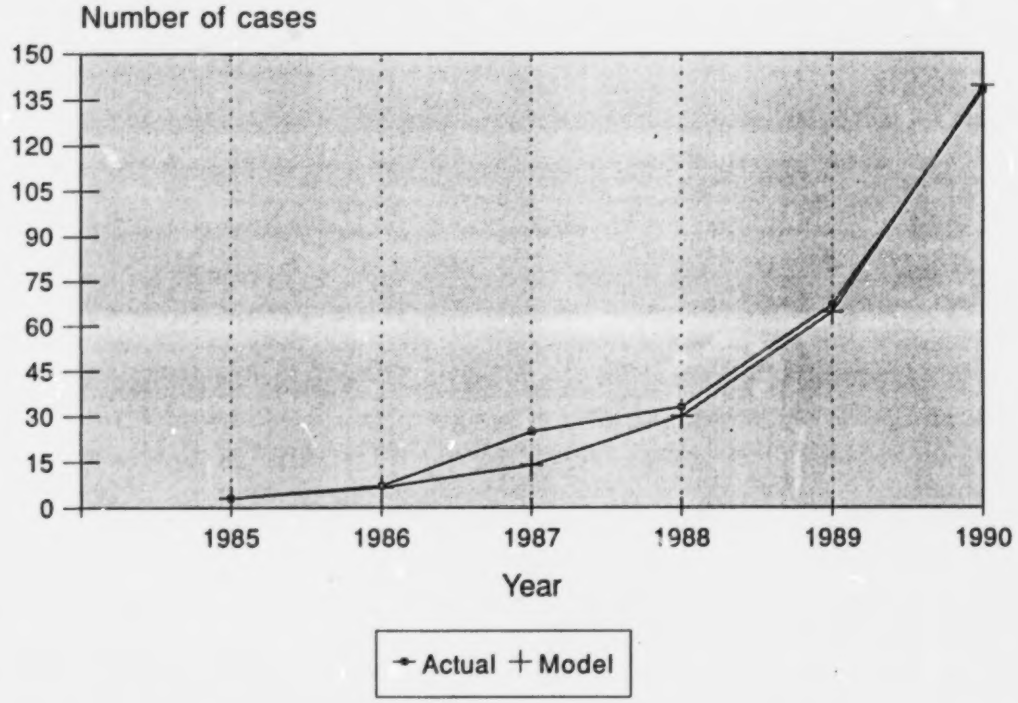
The children may well find a model which uses some element of doubling in it. Using their best model they can then project ahead and draw a graph up to the Year 2000.

What does this tell them about the threat of HIV/AIDS?
What three things could they do to slow down the spread of HIV/AIDS?
How would these changes be reflected in their predictions up to the Year 2000?

1. Men/women AIDS actual cases 1985-1990



2. Men/women AIDS cases actual v model



A graph showing the model extended to 2000 appears on page Ma1.12.

Recent trends

Remembering that we are now concentrating on the spread of HIV/AIDS which has been acquired through heterosexual sex we should look at what has been happening in the most recent period.

In 1991 there were 169 new cases.

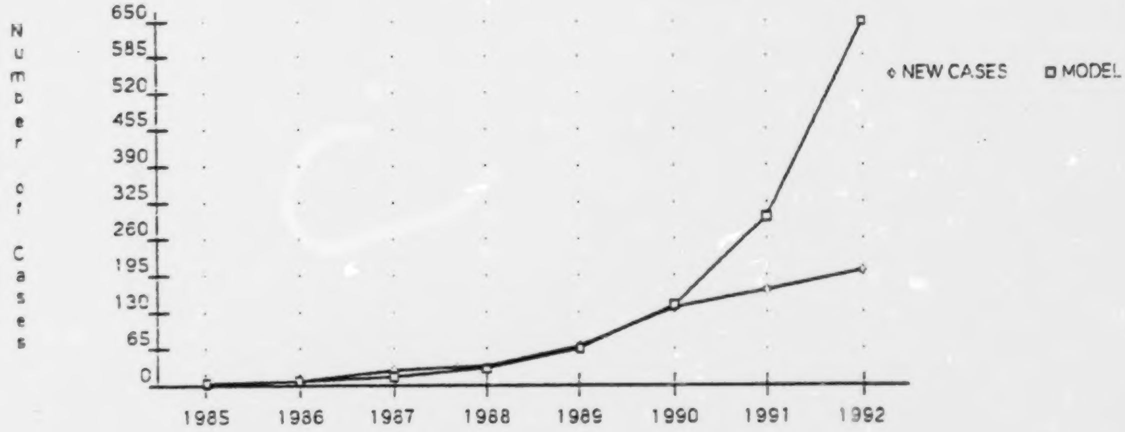
Note that, together with the earlier Year by Year figure, this gives the December 1991 cumulative figure of 442 shown on the worksheet. Some pupils may have worked out the 1991 figure from this information.

The cumulative total up to the end of April 1992 is 510. This would give a figure of 68 for January — April 1992 which could be extrapolated to 204 for 1992 as a whole (in the absence of any firmer data).

1991	169
1992	204

Using these figures the actual versus model graph would look like this:

Men/women AIDS cases 1985-1992



Obviously there has been a change here which has slowed down the rate of increase to a yearly increase factor of 1.22 (note increase). What may have caused this?

There have been recent reports in the Press that HIV/AIDS is no longer a threat to the heterosexual community and Government funding to aid agencies has been cut severely on the strength of this. (See press cuttings, pages Ma1.13–14.)

- Is the threat of HIV/AIDS over?
- What would you do if you were in charge of Health Education?
- Worldwide heterosexual sex is responsible for three-quarters of transmission cases of the virus.
- Is Britain different?

AIDS data by transmission route

	December 1991	%	April 1992	%	New cases	%
Sexual intercourse between men	4197		4504			
Sexual intercourse between men and women	442		510			
Injecting drug use	328		359			
Blood factors	366		388			
Mother to child	49		58			
Other/undertermined	69		75			
TOTAL						

The figures above are cumulative figures. That means that they include all the cases up to that date from the very first one, for example there have been 49 cases of AIDS transmission from Mother to Child up to the end of December 1991.

Up to the end of April 1992 there had been 58 cases of Mother to Child transmissions. That means that in January — April 1992 there were 9 new cases of Mother to Child transmission of the HIV virus which has gone on to AIDS.

For the figures above:

1. Work out the TOTAL column for each set of data.
2. Using your TOTAL figure find the percentage for each way that the virus was transmitted.
3. Do a pie chart showing this information for December 1991 and for April 1992.
4. Look at your two pie charts. What differences are there?
5. For each risk activity work out the new cases there were between December 1991 and April 1992. Draw a percentage pie chart for this information.
6. Compare this pie chart to your others. What does it tell you about the most recent cases of AIDS?
7. Using this up to date information write an account of how you think the spread of HIV/AIDS is changing.
8. What might the pie chart look like in the Year 2000?

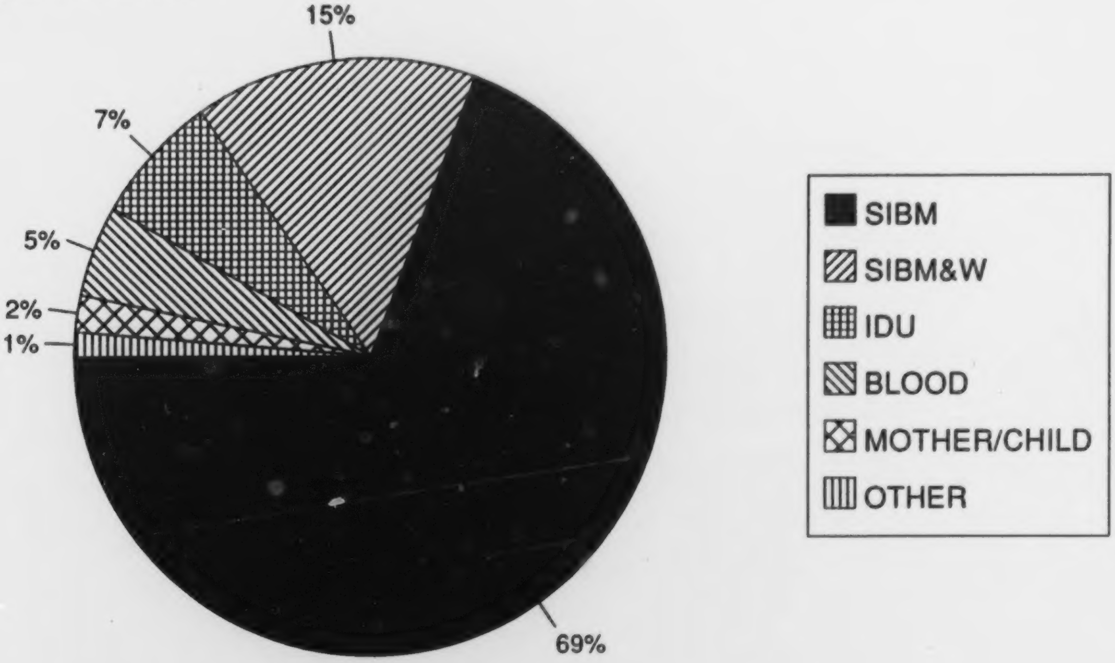
Men & women AIDS cases 1985-2000

YEAR	ESTIMATE	ACTUAL	FINAL MODEL	
1985				
1986				
1987				
1988				
1989				
1990				
1991				
1992	▨	▨		
1993	▨	▨		
1994	▨	▨		
1995	▨	▨		
1996	▨	▨		
1997	▨	▨		
1998	▨	▨		
1999	▨	▨		
2000	▨	▨		

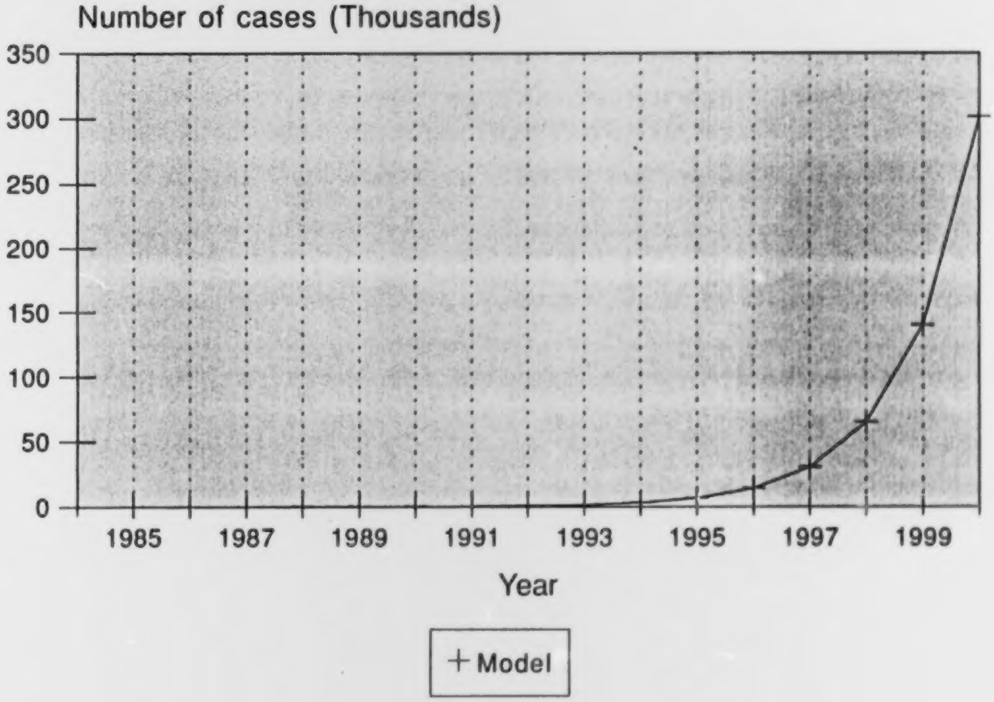
This questionnaire to be used as a follow-up and results collated.

	strongly agree	*agree*	*don't know*	*disagree*	*strongly disagree*
	5	4	3	2	1
No-one should be criticised for being infected with HIV					
HIV and AIDS are problems which concern us all					
I won't change my behaviour because of HIV and AIDS					
I think I know enough about HIV and AIDS					
HIV and AIDS is not a problem in Somerset					

April — December



Model extended to year 2000



Aids may go out of control as action to halt it falters

Chris Mihill
Medical Correspondent

THE global spread of Aids and HIV is rapidly outrunning efforts to stem it and may be out of control, yet resources and commitment against the disease are declining, a report warns today.

No country affected by Aids can claim that the spread of HIV has stopped, and forecasts that the disease has peaked in Europe may be dangerously mistaken, it says.

The 1,000-page report, Aids in the World, is said to be the most comprehensive attempt to analyse trends, assess the present position and predict future spread of the virus.

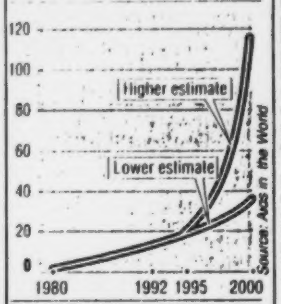
It has been compiled by the Global Aids Policy Coalition, based at Harvard university, and has been edited by Jonathan Mann, former director of the World Health Organisation's Aids programme.

Professor Mann with colleagues Daniel Tarantola and Thomas Netter and 40 researchers around the world, say: "The HIV/Aids pandemic is entering a new, more dangerous phase. As the global threat increases, there are many signs of growing complacency, persisent denial and resurgent discrimination.

"Looking towards the mid-1990s and beyond, we see global vulnerability to HIV increasing — not decreasing. We see a failure to mobilise and respond to a common threat as a united global community.

"As we enter the second decade of Aids, it is time to ask: Is the Aids pandemic now out of control?"

Aids
HIV infections, world, millions



Source: Aids in the World

The report says that by the end of 1992 at least 12.9 million people worldwide had been infected with HIV — 7.1 million men, 4.7 million women and 1.1 million children; 2.6 million of them had developed Aids and 2.5 million had died.

By 1995, 20 million will be infected with HIV, it predicts. By 2000 there may be 38-110 million adults with the virus and more than 10 million children.

"Against this background of a dynamic, evolving worldwide epidemic, the major impacts of HIV and Aids are yet to come."

The report warns of 25 million cases of Aids by 2000, putting an impossible burden on health care systems and the economics of poor countries.

By 2000 it is also likely that Asia will have overtaken Africa as the centre of the crisis, with 42 per cent of infections compared to 31 per cent in Africa, 8 per cent in Latin American and 6 per cent in the Caribbean.

The researchers say predictions that the epidemic has peaked in North America and Europe may be premature. Although there has been some levelling off of cases among homosexual men and injecting drug users, there is a slow but steady increase in infections among heterosexuals.

Approximately 720,000 adults in Europe carry the virus, including 122,000 women, says the report. Latest Department of Health figures show there have been nearly 7,000 Aids cases in Britain and more than 19,000 HIV infections.

The report says: "The Aids epidemic is far from winding down in industrialised societies. On the contrary, dealing with the inexorably growing burden of HIV-related morbidity in developed societies will require even greater compassion and commitment of resources for prevention and treatment."

The report identifies 57 countries at high risk, including China, 11 in Latin America, four in the Caribbean and a number which have so far escaped the brunt of the epidemic such as Indonesia, Egypt, Pakistan, Bangladesh and Nigeria.

"So-called explosive HIV epidemics may not occur in many — even most — populations. Yet the data from 1990 and 1991 emphasise once again that no geographical area, population or social group can consider itself immune to HIV."

Aids in the World: A Global Report. Harvard University Press, 14 Bloomsbury Square, London WC1A 2LP. £14.95.

THE GUARDIAN
Thursday January 28 1993

The Guardian ©

Aids doctors round on press

Chris Mihill
Medical Correspondent

NEWSPAPER reports that HIV does not threaten heterosexuals in Britain are false, leading specialists said yesterday.

The Aids virus is spreading slowly through the heterosexual population although the number of people infected by those outside high risk groups is still small, they said.

There have been assertions in some newspapers that revised government figures, due to be published next week, will show a slowing in the spread of the virus.

In fact, the figures will show a continuing increase in the number of heterosexual people being infected, although the figures are "not spectacular".

The National Aids Trust held a press briefing in London to counter reports that data prepared by Professor Nicholas Day, of the Institute of Public Health, Cambridge University, support the idea that there is little threat to heterosexuals in Britain.

Professor Tony Pinching, of St Bartholomew's Hospital, London, attacked commentators, especially the Sunday Times, who repeatedly questioned the extent of the threat to heterosexuals.

"There is a little island syndrome which seems to think that the virus will behave differently in England and only recognise those people who have different sexual habits or different coloured skin. Worldwide, heterosexual sex is responsible for three-quarters of transmission of the virus."

Professor Pinching and the other specialists said that without government education campaigns, Britain could well have witnessed a far higher number of infections, as in France, Italy and Spain. Professor Pinching said that education campaigns were far cheaper than the cost of around £30,000 a person to treat Aids patients.

He added: "Freedom of the press is splendid, but there are questions about the freedom to talk complete nonsense in the middle of an epidemic."

Professor Roy Anderson, of Imperial College, London, said although heterosexual numbers were small, the consistent trend was upwards. This was in contrast with infections among gay men and injecting drug users, which appeared to have reached a plateau, although there were warning signs that young gay men may not be heeding safe sex messages.

There could be some 30,000 people in Britain carrying HIV, many of whom were unaware of the fact.

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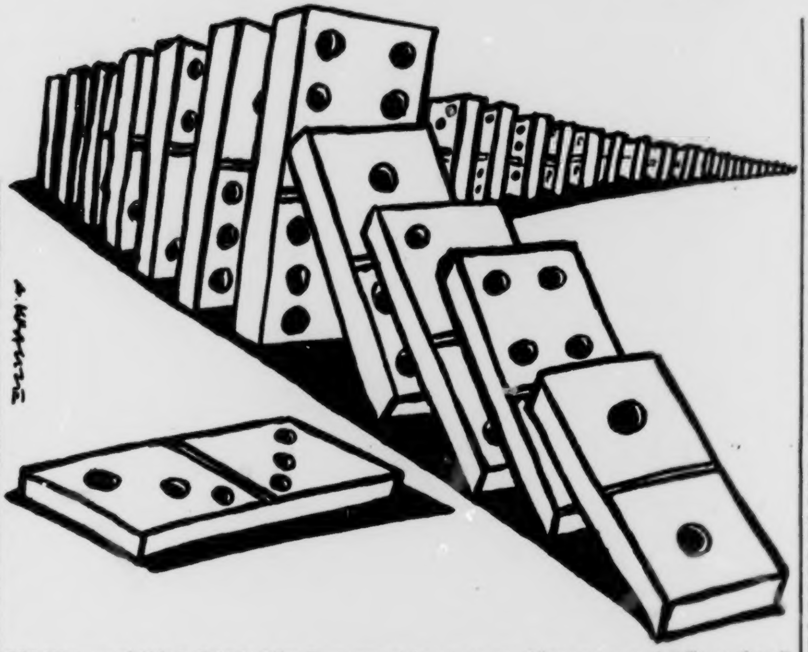
Blind eye to a deadly game

Moral zealots have seized on a new report as evidence that Aids is a threat limited to gays. But heterosexuals are at increasing risk and official campaigns must still target them



Colin Spencer

A REPORT on the spread of Aids to be published shortly has already incited the moral zealots into negating its findings and prognosis. What has delighted critics of the Government's Aids policy is the conclusion in the report — prepared for the the Public Health Laboratory Service by Professor Nicholas Day of Cambridge University — that the virus poses only a small threat to the heterosexual population, although the numbers are increasing.

Right-wing commentators now say that the Government has wasted millions of pounds on health campaigns against a non-existent threat to Britain's heterosexual population.

Health Secretary Virginia Bottomley has already used the report to justify slashing government grants to the two leading Aids charities, the Terrence Higgins Trust and the London Lighthouse, by two-thirds. She made a speech recently patting the Government on the back for policies which have got Aids under control, saying it is now a disease on a par with mental illness, cancer and heart disease. However, as the last two could be said to be at near epidemic proportions this was hardly a reassuring statement.

The Sun and the Sunday Times have always been prominent in attacking what they have called the great lie about Aids — that it will inevitably spread to the heterosexual population. Dr James Le Fanu of the Daily Telegraph is another commentator who says this prophecy is a gay conspiracy dedicated to undermining the morale of the straight population. If Aids did not exist the homophobic instinct would have had to invent it.

Aids is, after all, the perfect affliction to be called up by the concept of the wrath of God. It also fits neatly into the millennium scenario of cosmic catastrophe, and appears to bear out the Malthusian theory of what happens in the stress of overpopulation. What's more, the way it embraces the young and talented and kills people at their prime is unnervingly reminiscent of a medieval morality play. All this has helped to colour its public image to a lurid purple and made it too easy for the moral fundamentalists to froth and declaim. Disease and sin for many centuries have been fused together in the minds of the self-righteous.

It is against this background that the public will have to decide whether to accept Day's report or not. That will depend on which newspaper one takes. But the line cannot be drawn so finely. For a start people want to be lulled into a sense of security -- false or not. Second, the straight public's perception is that HIV and Aids only happens to a "risk or target population" namely, gays and drug abusers. Third, safe sex has not entered the consciousness of the heterosexual world: condoms are perceived as a barrier to love, not as a precaution similar (as someone said) to driving your car with a seat belt. Fourth, the figures quoted by Day's critics support the notion that heterosexuals are not gravely at risk. Of 7,460 cases of Aids in Britain since 1982, only 63 were heterosexuals without obvious high-risk connections.

Day is not expected to produce new figures to alarm us but what his report will emphasise is that, though the numbers of heterosexual Aids sufferers is still small in number, there has been a steadily continuing rise.

The Government's public campaign in educating drug abusers to take precautions against Aids — free needles and syringes — has paid off, so Mrs Bottomley can congratulate her colleagues. Over the last seven years there has been a decline in the incidence of the disease in this group, far lower than any other European country. Such success should encourage the Government to pour more money, not less, into the most vulnerable group, gay men.

Ten years ago British gays were not particularly worried about Aids, unless they had slept with an American. This was soon proved to be false confidence. And very quickly, as the gay population took on board the full responsibility for safe sex, the incidence of venereal infections declined dramatically. Now, what should worry us is that young gays are inclined to think that Aids happens only to older men. It is crucial that there should be new campaigns to drive the safe-sex message home to this group; after all, in London one in four gay men is HIV positive.

What chance is there of this happening? Gays are ignored by government policy unless it is repressive. This is not so in America. Last July, Clinton's environmental policy advisor, Bob Hattoy, a gay with Aids, addressed the Democratic Convention. A few days before the election Clinton promised in a speech that he would appoint an Aids czar who would oversee the fight against the disease. This was a direct result of activist groups' long attempts to improve the way in which the US government conducts Aids research.

An Aids Prevention Bill, sponsored by Nancy Pelosi, the San Francisco representative, will go before Congress later this year. It is aimed at increasing public funding for safer-sex campaigns and removing restrictions on the funding of sexually explicit advice, while also promoting HIV regular testing. What is tragic and grossly inhumane is that similar radical legislation would never remotely creep on to the present British government's agenda.

As a society we have become indifferent to the Aids threat, we have allowed ourselves to be ruled by various misconceptions. Look how differently men and women are treated by a hospital. If a single man gets a chest infection, it will be treated by drugs aggressively and he will be tested for HIV. If the woman has a thrush infection there will be no such test and no such aggressive drug treatment. It simply does not occur to anyone that the woman might be at risk.

There exists among the young and those who are occasionally promiscuous the idea that the threat of Aids to straight people was really not that great. They are aware that, after all, the HIV population are more healthy and vigorous then they used to be (care and treatment have become more efficient) and sufferers don't appear to get sick for many years. What was all the fuss about?

The Sun and its cousins have much to answer for, for they have indelibly stamped straight society with their complacent attitude to the threat. But perhaps we should ask why these spokespeople for straight society take such a stance? Can it just be head in the sand? Surely not — the reactions are far too fierce and aggressive. It seems to me it is far more likely to be a psychological horror of deviant sexual behaviour which might actually infiltrate their defences in this form, a force of contamination which, like the plagues of the apocalypse, is too horrific to contemplate.

Colin Spencer is writing a history of homosexuality to be published by Fourth Estate

The Guardian ©

"I initially piloted the module with a receptive Year 10 group and the rest of the Maths Department before working with Year 9 groups. The package thus evolving over the School Year, but which is now in a position where it could be used by teachers who were sufficiently interested in the subject matter.

The Maths Department had at least one member of staff who was unwilling to be part of the project. Given the nature of the material it is important that such views are respected.

Most of the pupils in the top half of the Maths streams met the project. There is a need to produce a module better suited to the low ability group. The Pie Chart work could be done but lead in activities need to be included.

The module lends itself to the use of spreadsheet programs for the modelling work.

I was pleased with the reaction of pupils to the lessons and also with the work done by colleagues within the Maths Department. However, the project did need more structure within the Maths Department and thoughtout the School. It may have been beneficial to timetable the CCSE project thoughout the School rather than deliver it in rather a piecemeal way which may weaken the message.

If I ran the project again I would look to use more time on it and make it a far more separate piece of work as I was aware of racing through it this time around, given the constraints of SATS (?), coursework etc in Year 9 this may be inevitable.

Additional Comments
In discussion with members of the Department who were involved in the project a number of issues came up:

1.We all saw the project as a good piece of Maths work which used important 'Maths in context' figures.

2. We are planning to include some aspect of the project into the IT course on use of spreadsheets.

3.With the more able students we would like to open out some aspects of the project. We could do this by making available the raw data (HIV News Review, CDC report, THT News etc.) and allow pupils to extract their own data.

4. As an extension to this, and together with the English department, focus on the use and misuse of statistics, ie
a) if you were the Editor of 'The Sun' what data would you use and what story would you write.
b) if you were the Editor of 'Gay News' what data could you find to counter 'The Sun'.
There is opportunity for the project to form the basis for GCSE Maths coursework, particularly with respect to handling data."

"General teaching strategy followed guidelines below. These were modified slightly as appropriate.

Examples:
1. In early part of the project, the Mathematics was trivalised to avoid letting the Maths detract from the important discussion of HIV/AIDS. For example, the initial pie charts showing transmission routes (pupils' estimates) were drawn freehand to avoid a long session with pairs of compasses, etc.

2. Towards the end of the project a slight, but significant change was made at the point where pupils were asked to predict the number of cases of AIDS. A graph showing the number of cases of AIDS up to about 1990 had been drawn by pupils. Using a doubling, figures up to the year 2000 were calculated. Pupils were asked to draw a graph. They found it VERY difficult because of the scale of the vertical axis — hopefully illustrating with some impact how quickly the number of cases of AIDS might multiply.

Overall, the project proved of great value. Discussion with pupils suggested it was useful in two areas - making them aware of important HIV/AIDS issues; and providing an opportunity to teach Mathematics in context. As a Maths teacher, I was very pleased with the latter. The children in my class were, in the main, reasonably capable of discussing AIDS issues intelligently and with maturity, and the application of Mathematics to this significant real life issue did not have to be forced. It would be interesting to repeat the activity with children who might be unprepared, or unable to talk about HIV/AIDS in an open way, and who might have greater difficulty thinking about the issue in a mathematical way. Consequently, I would have little hesitiation in repeating the activity with another class.

I found the guidelines useful (perhaps invaluable would be better!) as access to reliable information and data was essential. The provision of a working framework was also essential in order to avoid spending a considerable amount of time on preparation, in what is surely an unfamiliar area for many Maths teachers.

As with any lesson structure, the teacher has to be prepared to modify and adapt material to the abilities of the children, and respond appropriately in lessons to the work (oral and written) produced by the pupils. I would hope I would be able to modify the material appropriately to suit other classes I teach. From this point of view, the guidelines have to be seen as a framework from which an effective lesson can spring. They achieved this purpose very well, and can be regarded as a very good working document.

I was not involved with the work being done in other curriculum areas, so don't know how what I did might tie in with the PSE, etc. As a Maths teacher, I did not find this significant, as the project is *capable of 'standing-alone' in a Maths context, though clearly, the HIV/AIDS issue needs to be returned to at other points in the curriculum, to avoid it becoming a spent issue in the minds of the pupils.*

I had thought at one time, that the pupils were allowing themselves to associate AIDS and HIV with groups of people, rather than the activities of people, though in reality this did not turn out to be the case. My thoughts here were coloured by the use of pie charts to illustrate transmission routes, The nature of a pie chart, with its mutually exclusive sectors might suggest that blood factor transmission did not effect homosexuals, for example. This is clearly a matter of how pupils interpret charts — and of the pupils being clear in a mathematical sense about the nature of the information conveyed by the chart.

I did not collect data from pupils when we discussed AIDS/HIV from the 'what are we going to do about it?' point of view. Views ranged from 'abstain totally from sexual intercourse', 'to use a condom', but the general consensus was to make awareness raising a significant issue for schools and television, radio, newspapers, etc. It was thought by many that 'people tend to do their own thing, anyway', and that trying to influence behaviour through education was perhaps the best way of slowing down the spread of AIDS."

The package was found to be just right.

The discussion exercise at the beginning of the project covered the different ways of transmitting the virus and resulted in some initial estimates of transmission routes as a good exercise.

When pupils were shown the real raw data there was a considerable amount of shock at the extent of the problem and the projected numbers involved.

The model part of the exercise was initially found slightly confusing but the pupils soon got into it.

I did not spend enough time discussing the three things that they had chosen. The group results are included.

On the whole I think that they got quite a lot from the whole project - both mathematically and socially!

Comments

One of the first pieces of work was an estimate, by transmission route, of AIDS data. Once the major transmission routes had been identified the pupils were asked to construct a pie chart showing how they saw the breakdown of AIDS by these transmission routes. This estimate would be based on what they have picked up from the media, from friends etc. Below is a breakdown of the results for Boys, Girls and Totals.

Results for SET A

Boys ***Percentage estimated***

	0-10	11-20	21-30	31-40	41-50	51-60
male-male	4	4	2	6		
male-female		2	6	4	4	
IVDU	4	8	4			
mother-child	12		4			
blood factors	10	6				
other	16					

Girls ***Percentage estimated***

	0-10	11-20	21-30	31-40	41-50	51-60
male-male		3	7			
male-female		2	2	6		
IVDU	2	8				
mother-child	5	5				
blood factors	3	7				
other	10					

Totals ***Percentage estimated***

	0-10	11-20	21-30	31-40	41-50	51-60
male-male	4	7	9	6		
male-female		4	8	10	4	
IVDU	6	16	4			
mother-child	17	5	4			
blood factors	13	13				
other	26					

i.e. In total 4 pupils thought that male-male transmission accounted for 0-10% of AIDS cases.

Most groups of pupils saw HIV/AIDS as more likely to have been through male-female intercourse. There is a fine line thoughout the module in introducing the real data and not allowing this to feed latent prejudices.

Estimate by transmission route - SET B

Boys ***Percentage estimated***

	0-10	11-20	21-30	31-40	41-50	51-60	61-70
male-male	1	1		4	3		
male-female		6	1	1			
IVDU		7	2				
mother-child	7	2					
blood factors	5	3	2				
other	8						

Girls ***Percentage estimated***

	0-10	11-20	21-30	31-40	41-50	51-60	61-70
male-male	1	2	1	7	1		1
male-female		2	9	2			
IVDU	1	13	2				
mother-child	5	6					
blood factors	13						
other	14						

Totals ***Percentage estimated***

	0-10	11-20	21-30	31-40	41-50	51-60	61-70
male-male	2	3	1	11	4		1
male-female		8	10	3			
IVDU	1	20	4				
mother-child	12	8					
blood factors	18	3	2				
other	22						

(There is a slight discrepancy with total figures for each category in these results.)

Three things you would do:

After they had looked at recent data and constructed a mathematical model of the illness the pupils were asked what three things they would do to help combat the virus. These were the results of one group:

Results for Set A

14	Education of the young
10	More openness in general and better reporting in the Media
7	Free or cheap contraception more openly available (at schools)
4	Science should provide a cure
3	A free clean needle programme
2	A compulsory testing programme
1	Monogamy

Results for Set B

15	More knowledge at a younger age
5	Free condoms
3	More money into research for a cure
2	Test for HIV before you start a relationship
2	Free needles
1	Set up AIDS centres (advice, etc)
1	Condom machines in girls' and boys' toilets in schools

While some of these fill me with horror I am pleased they are in the minority. A large majority seemed to have few hang ups and an open and understanding attitude towards the problem.

Attitudinal statements

A feedback sheet was developed and given to students after they had done the project. The results of these for the different groups follow. Some are broken down by sex. Results for three teaching groups included.

Set A

	strongly agree	*agree*	*don't know*	*disagree*	*strongly disagree*
	5	4	3	2	1
No-one should be criticised for being infected with HIV	7	10	6	0	1
HIV and AIDS are problems which concern us all	15	4	3	1	1
I won't change my behaviour because of HIV and AIDS	0	6	8	4	6
I think I know enough about HIV and AIDS	2	9	10	3	0
HIV and AIDS is not a problem in Somerset	1	0	6	7	10

> *"Maybe this is a badly worded question"*

Set B

	strongly agree	*agree*	*don't know*	*disagree*	*strongly disagree*
	5	4	3	2	1
No-one should be criticised for being infected with HIV	12	7	4	4	0
HIV and AIDS are problems which concern us all	22	5	0	0	0
I won't change my behaviour because of HIV and AIDS	3	3	12	1	8
I think I know enough about HIV and AIDS	0	7	14	4	2
HIV and AIDS is not a problem in Somerset	1	0	3	7	16

Set C

	strongly agree	*agree*	*don't know*	*disagree*	*strongly disagree*
	5	4	3	2	1
No-one should be criticised for being infected with HIV	14	8	1	2	1
HIV and AIDS are problems which concern us all	18	6	1	0	2
I won't change my behaviour because of HIV and AIDS	3	2	12	7	0
I think I know enough about HIV and AIDS	1	8	6	8	4
HIV and AIDS is not a problem in Somerset	1	0	3	5	16

Subject: Mathematics

Ma2: Counting the Cost

The contribution of this module to the project is to raise the awareness of the class members of the financial costs of parenthood, with respect to the earnings of people at different ages.

Flow of ideas:

brainstorm: having a baby
estimate of cost

⇓

individual project work

⇓

choice of project:
planning
research for topic
calculations and presentation in project

⇓

presentation and collation
discussion

⇓

relation to income at different ages

Summary

You will need:

- ✔ at least three weeks of work (double + single lesson a week)
- ✔ worksheets if data is to be provided ready-made
- ✔ computers, sugar paper and so on if work is to be displayed

Subject aims

Its contribution to the mathematical education of the class members is through:

- Handling and manipulating percentage data.
- Handling and manipulating financial data.
- Presentation of information
  (marked as for GCSE coursework criteria:
  planning,
  comprehension
  carrying out task,
  communication).

Previous work: basic arithmetical manipulation and pricing assumed.

COUNTING THE COST — Teacher's sheets

Overview:

This module has been used with year 8 and year 9 and forms a perhaps familiar exercise in individual mathematical project work. We have seen clear evidence of pupil enthusiasm and commitment in this work, and more to the point, some mathematical ingenuity. Perhaps we should say that although some teachers believe in this approach to mathematics, some have hesitations.

Whilst not wishing to comment on this issue of professional judgement, we would raise the following points:

- teacher commitment is possibly the most important factor affecting the success of any sort of educational intervention, and without this we would sooner the module not be adopted
- we are persuaded that a number of mathematical objectives can be met in this type of activity, although it may take longer if students complete their own research.

This suggests another approach that may be developed: to provide resource sheets that can be used to short-cut much of the project activity. Two models A and B below illustrate these approaches, although the second has yet to be trialled.

Lesson plans:

1. Brainstorm for topics (see Spidergram): having a baby — room, work, cost ...

2. Individual project exercise :
   choice of topic
   planning
   research for topic
   calculations and presentation in report

3. Presentation and discussion: related to earnings at different ages.

Resources needed:

(if run as a resource-based exercise)

- Information sheets
- Contact addresses

Options/extensions (throughout e.g. refine information)

Spidergram

Having a baby

- clothes
- who has babies?
- illnesses: who is most often ill?
- benefit support
- lost earnings: maternity leave
- food
- social life: babysitters
- genetic factors
- a child is for life: how much do I cost to run?
- pleasures of being a parent
- health of pregnant woman
- education
- toys
- equipment: prams etc.
- nappies and laundry

COUNTING THE COST

Teacher's notes

1. Brainstorm: aspects of cost of having a baby (see page Ma2.4).
2. Individuals choose one topic as a focus e.g. food, clothes, toys, equipment.
3. Students then research topic to establish an estimate of sub-cost for that aspect of the total cost, either as a project-based exercise involving their own planning and reporting (or as a class exercise using prepared resources).
4. Reflection: comparing total calculated cost with actual cost.

A. Running the cost exercise as a longer individual project

1. This took 3 weeks worth of sessions, with about 3 hours a week
2. The students had to:
    - plan and have plan endorsed
    - execute plan
    - report to teacher on exercise
    - report to class on findings
3. The pulling together of all aspects of the costings concludes the exercise. The best work may be displayed.

B. Running the cost exercise as a shorter class task

1. Groups are given resource sheets with cost information on them for each topic. Resource sheets might include ones on equipment, clothing, food, loss of earnings etc.

COUNTING THE COST — Student sheet

Pupil Record of Achievement (MAT1)

			☑
1.	I have chosen an area to investigate		☐
2.	I have selected what information I need		☐
	I have found ways of overcoming difficulties	3a	☐
	I have planned my work	4a	☐
	I have broken up my plan into smaller tasks	5a	☐
3.	I have collected information:		
	some	4a	☐
	enough	5a	☐
	some and then some more	6a	☐
4.	I have recorded my findings clearly	3c	☐
	I used diagrams	4b	☐
5.	I have explained my results	3b	☐
6.	I have made general comments about what I found out	4d	☐
	I have tested my comments against my findings	5c	☐
	I have justified my comments that I made	6c	☐
7.	I have thought of some ways to extend this project		☐

Pupil comment

....

....

Teacher comment:

....

....

Examples of work enclosed...

N.B. Numbering based on NC ATs

COUNTING THE COST

Completed report: FOOD (extract 1)

Introduction

We were told we were going to do a project on HAVING A BABY.

We were asked to choose something from the spider diagram which we drew up by thinking of different things you have to consider like toys, food, nappies, clothes, furniture etc.

We had to include some sort of Maths like how much separate things cost, finding out the cheapest, best value for money, also how much things would cost a week, month, year etc.

We also got told that it was good idea to visit shops in which you could find research or go and ask people with babies.

Planning

I have decided to look at baby food for the project and I will draw graphs and go to shops and write out a price list of food, also find the cost to keep the baby eating for a day....

COUNTING THE COST

Completed report: FOOD (extract 1)

...

I went and asked my cousin what her baby who is 10 months old ate in a week and how many dummies he had lost so far. He is now beginning to eat the same food as his mum.

Food	**Price** **£**
Dinner + pudding for a week	3.77
1 slice of bread a day at 3p a slice *	0.21
pastes + cheese spreads	0.50
long life milk	2.37
fruit juices etc.	0.20
Total...	**£7.05**

* How I worked out the bread was by how many slices of bread there are in a loaf, and then divide by the cost, and then multiply by 7....

...

Jars for 3 months	202.28
Bottled milk approx.	260.00
Drinks	156.00
Cereals	156.00
Total...	**£774.28**

COUNTING THE COST

Completed report: CLOTHES (extract 2)

What I really need

booties
shorts
T-shirts
trousers
sweatshirt
baby suit
all-in-one vest
baby-grow
pyjamas
bib
socks
(for girl: dress + skirt)

What I don't need

dungarees
frilly pants
shirts
cotton sleepsuit
shell suit

Superdrug is the cheapest for baby-grows locally.

The average cost of a baby-grow locally is:
£3.99 + £2.75 + £4.50 = £11.24
£11.24 ÷ 3 = £3.74

For booties, Savory and Moore (chemists) is cheapest.

The average cost of booties locally is:
£2.99 + £1.75 + £1.99 = £6.73
£6.73 ÷ 3 = £2.24

From discussion with a mum, I have found out that I would need 3/4 baby-grows for the week. This will have a total cost of £14/15 (approx.)

All the clothes I would need for a week might include:

2/3 sleepsuits	£ 8.98
3 pairs frilly pants	£ 1.25
2 pairs of trousers	£10.98
2 skirts	£ 8.98
7/8 pairs of socks	£ 7.00
Total cost	**£ 37.19**

Minimum yearly cost £148.76
(+ extract from magazine article)

COUNTING THE COST

Completed report: TOYS (extract 3)

Best buys for toys

Item	**Shop/Magazine**	**Price**	**Safety**
Activity bear	Argos 91	17.85	18 months and over
Play wheel	Marshall Ward	39.75	birth and over
Baby walker	John Moores 85	14.99	birth and over

Selection

	£
Busy soft vehicle	7.99
Activity bear	11.95
Roll and see	3.99
Big tap	6.99
Busy play pals	9.99
Teddy	3.99
Push along	14.99
Football	0.99
Rattle	1.99
Squeaky toy	5.00
Total cost =	**67.87**

COUNTING THE COST

Completed report: FURNITURE (extract 4)

...

(extracts from catalogues)

	£
MacLaren pram and pushchair	249.95
Britax cot	135.00
John Moore's Playpen	29.99
Silver Cross high chair	49.95
John Moore's baby walker	24.99
Kays stairgate	28.99
Argos Car Seat	29.85
Total...	**548.72**

Average price of pushchair = £75.36

COUNTING THE COST

Completed report: BENEFITS (extract 5)

The average maternity allowance of a lady who has paid national insurance contributions

£40.60/week

x 4 = £162.40/month

x 12 = £1948.80/year

The average money paid to a girl of sixteen

£12.85/week

x 4 = £51.40/month

x 12 = £616.80/year

COUNTING THE COST

Completed report: WASHING (extract 6)

....

Conclusions

Nappies

	£
Disposable nappies for 1 year would cost	255.85
Terry nappies and accessories for 1 year	198.59

Washing

Cost of powder/conditioner etc. for 1 wash	00.22
Cost of electricity (calculated by difference between meter at start & end of wash, compared to similar period of time without washing machine on)	00.2725
Cost of powder for a year	80.30
Cost of electricity for a year	101.28

COUNTING THE COST

Class display (collation)

WASHING	
nappies	£ 198.59
powder	£ 80.30
electricity	£ 101.28
FOOD	£ 774.28
TOYS	£ 67.87
CLOTHES	£ 148.76
FURNITURE	£ 548.72
GRAND TOTAL	**£1919.80**

LEAVES OUT . . .

lost earnings
toiletries

> *This 'grand total' exercise obviously contains some assumptions that won't hold up in practice, e.g. that food jars are bought for the whole of a three month period and not before or after.*

COUNTING THE COST

Student sheet

1. Can you estimate how much it costs on average to buy everything you need to look after a baby for a week? £ ....

2. Can you estimate how much it costs to buy everything you need to buy before you have a baby (eg. a pram)? £..............

3. Can you estimate how much the average adult (aged 15-75) earns each week? £ ....

4. Can you estimate how much the average young person (15-20) earns each week? £ ....

Percentages:

Work out the answer to 1 as a percentage of 3.................%

Work out the answer to 2 as a percentage of 3.................%

Work out the answer to 1 as a percentage of 4.................%

Work out the answer to 2 as a percentage of 4.................%

COUNTING THE COST

Student sheet (alternative)

Teenagers' spending power

A. Can you estimate how much the average adult (aged 15-75) earns each week? £..........

B. Can you estimate how much the average young person (15-20) earns each week? £..........

Can you estimate how much it costs on average . . .

1. To buy everything you need to look after a baby for a week? £..........
2. To buy everything you need before you have a baby (e.g. a pram)? £..........
3. To run an average car for a year? £..........
4. To rent a private flat? £..........
5. To buy a private house? £..........
6. To rent a council house? £..........

Percentages:

Work out, as a percentage of A, the answers to 1–6

1 ....% 2 ....% 3 ....% 4 ....% 5 ....% 6 ....%

Work out, as a percentage of B, the answers to 1–6

1 ....% 2 ....% 3 ....% 4 ....% 5 ....% 6 ....%

COUNTING THE COST *Co-ordinator's sheets* ⇒

Teacher's summary of responses to Student Sheet (page Ma2.15) *before* and *after* module:

BOYS: Before module

Cost of looking after baby for one week:

0-25	26-50	51-75	75+
2	8	1	4

Cost of buying everything for baby

0-250	251-500	501-750	750+
10	4	1	

Average adult wage

0-50	51-100	101-150	151-200	200+
4	6	2	3	

Average young person's wage

0-30	31-60	61-90	90+
1	3	2	9

BOYS: After module

Cost of looking after baby for one week:

0-25	26-50	51-75	75+
13	1	1	

Cost of buying everything for baby

0-250	251-500	501-750	750+
1	3	11	

Average adult wage

0-50	51-100	101-150	151-200	200+
2	4	4	2	3

Average young person's wage

0-30	31-60	61-90	90+
4	1	4	6

⇒

Teacher's summary of responses to Student Sheet (page Ma2.15) *before* and *after* module:

GIRLS: Before module

Cost of looking after baby for one week:

0-25	26-50	51-75	75+
5	4	1	

Cost of buying everything for baby

0-250	251-500	501-750	750+
5	4	1	

Average adult wage

0-50	51-100	101-150	151-200	200+
1	2	3	3	1

Average young person's wage

0-30	31-60	61-90	90+
2	3	2	3

GIRLS: After module

Cost of looking after baby for one week:

0-25	26-50	51-75	75+
6		2	

Cost of buying everything for baby

0-250	251-500	501-750	750+
	8		

Average adult wage

0-50	51-100	101-150	151-200	200+
3	5			

Average young person's wage

0-30	31-60	61-90	90+
1	4	2	1

Subject: Modern Languages

ML1: Exchanges (responses to invitations)

The contribution of this module to the project is to enable class members to understand how and when 'assertive' reponses can be used, and to help them use these responses.

Flow of ideas:

illustration of forms of language in English and then French:
invitations, then responses

⇓

types of responses: passive, aggressive, polite etc.

⇓

listening comprehension

⇓

writing task: picking responses

⇓

under pressure: changing gear (assertive response)

⇓

rehearsal

⇓

reflection

Summary

You will need:

- ✔ at least one double and a single lesson
- ✔ worksheets (writing task and photo-roman)
- ✔ overhead projector

Subject aims

Its contribution to the education of the class members is through developing:

- Forms of address, invitation, acceptance, refusal
- Variety and intensity of usages
- Helpful verbal strategies in pressure situations

Previous work:

Students should have a basic grounding in the language. The materials are suitable for students whose language skills are average to good.

EXCHANGES

Teacher's sheets

Overview

The students are invited to explore and rehearse a variety of forms of spoken French and German that are appropriate to social situations. Invitations and responses to invitations (acceptance, refusal, hedging) are developed through listening, speaking and writing. These ideas are developed to consider appropriate responses when politeness is less of an issue — when you recognise you are under pressure to do something you don't want to do.

The ideas and strategies are developed in a particular context but are universally applicable.

> *"This exercise was developed in the context of a planned exchange trip, and perhaps also in the context of some anxiety about the vulnerability of class members when abroad. While this continues to be a natural deployment of this work, it can stand alone.. FRENCH and GERMAN sheets have been used."*

A variety of approaches are offered depending on time and ability range of group. There is an opportunity for some direct relationships teaching.

> **NB:** *This was planned around an able, top set Year 9. With a lower- or mixed-ability group I would shorten the list of phrases considerably and not expect them to do the written and spoken tasks without a lot of practice.*

Activities:

1. Introduction to language needed.
2. In pairs, take roles and rehearse.
3. Discussion.
4. Exercise to complete speech bubbles in picture story.

EXCHANGES

Teacher's sheets

Introduction

Teaching pupils how to make, accept and refuse invitations in French or German in a variety of contexts, and with a variety of registers. This could be placed in the direct context of how to say what you want, or how to stand up to pressure, when abroad in a French- or German- speaking country or on a French or German exchange. The same strategies broadly apply in this country.

Lesson plans

1. Introduction of language needed.
2. Role plays.
3. Produce captions in speech bubbles for a *'photo-roman'* .

EXCHANGES (French) Teacher's sheets ✉

Making, accepting and refusing invitations

Lesson Plans

Introduce the topic very briefly in English. If the class is expecting to go on an exchange trip the 'before' student questionnaire at the end of this section (page ML1.15) may be used as a starting point.

1. Introduction of structures needed: brief trial

This work is done in French, using an OHP transparency (pages ML1.7 and ML1.8) to cue what is said, and to help students understand what is being said.

a) First I orally introduce the structures that are used to make invitations, in descending order of formality and insistence. It is better to use a few basic structures that follow roughly the same grammatical pattern and a few sample invitations and times of day/days of the week.

Est-ce que ça te plairait de:
On pourrait bien...
Est-ce que tu voudrais ...
Ça te dit de ...
Tu veux...
On va ...

{ se promener dans le parc?
{ écouter des disques?
{ aller au cinéma?
{ aller en ville ensemble?
{ aller à la discotheque?
{ sortir tous les deux?
{ regarder la télé avec moi?
{ aller au café?
{ boire un pot? (fam)
{ promener le chien ensemble?
{ voir un film ce soir?
{ aller au match de foot?
{ jouer aux boules samedi?

b) I then make invitations to the students in the class from this list of activities, plus any more they could come up with when it is their turn to ask me.

EXCHANGES (French) *Teacher's sheets*

2. Invitation acceptance and refusal

Then I also introduce different ways of accepting and of refusing an invitation, grading them carefully in ascending or descending order of politeness/formality and 'directness'/pleasure/ displeasure.

Accepting

Ah, oui je veux bien/j'aimerais bien
Volontiers!
Avec plaisir
Oui, d'accord
Ce n'est pas une mauvaise idée
Si tu veux

Hedging

Je ne sais pas (encore)
Ça dépend
Je verrai

Refusing

Non.
Ah non. Ça ne me dit rien.
C'est gentil de ta part, mais je ne suis pas libre.

Ah non. Je suis pris(e) . . . . ce soir.
Non. Je n'aime pas . . . {aller au cinéma
Je n'ai pas envie de . . . {voir un match de foot

Ah je suis désolé(e) mais je dois ... {me laver les cheveux } ce soir
Je regrette/Je ne peux pas/Je dre mes devoirs } "
{aller voir ma grand-mère} "
{me coucher tôt} "

> *"Students are given a list of all the vocabularly covered so far (pages ML1.7 and ML1.8). Only if really necessary, would I give a translation in English before giving them the list."*

These forms can be discussed: passive/aggressive/polite.

EXCHANGES (French) Student vocabulary sheet ☛

Invitations:

Est-ce que ça te plairait de:
On pourrait bien. . .
Est-ce que tu voudrais . . .
Ça te dit de . . .
Tu veux . . .
On va . . .

{ se promener dans le parc?
{ écouter des disques?
{ aller au cinéma?
{ aller en ville ensemble?
{ aller à la discotheque?
{ sortir tous les deux?
{ regarder la télé avec moi?
{ aller au café?
{ boire un pot? (fam)
{ promener le chien ensemble?
{ voir un film ce soir?
{ aller au match de foot?
{ jouer aux boules samedi?

Accepting

Ah, oui je veux bien/j'aimerais bien
Volontiers!
Avec plaisir
Oui, d'accord
Ce n'est pas une mauvaise idée
Si tu veux

Hedging

Je ne sais pas (encore)
Ça dépend
Je verrai

EXCHANGES (French) *Student vocabulary sheet*

Refusing

Non.
Ah non. Ça ne me dit rien.
C'est gentil de ta part, mais je ne suis pas libre.

Ah non. Je suis pris(e) .... ce soir.
Non. Je n'aime pas . . . {aller au cinéma
Je n'ai pas envie de . . . {voir un match de foot

Ah je suis désolé(e) mais je dois . . . {me laver les cheveux } ce soir
Je regrette/Je ne peux pas/Je dois ... {faire mes devoirs} "
{aller voir ma grand-mère} "
{me coucher tôt} "

EXCHANGES (French) *Teacher's sheets*

3. Listening comprehension

This is followed by a listening comprehension activity where pupils have to fill in two basic pieces of information.

i) What the information was, and

ii) Whether it was accepted or refused.

4. Written task

There is then a writing task where pupils are given ten different invitations and they have to pick out the suitable reply, from a range given. Ticks and crosses indicate what kind of reply they have to work for.

5. Producing invitations

Pupils then have to produce their own invitation, with the reply to the invitation provided on the sheet. Then they can provide their own answer to a range of invitations. They can then act these out as rôle plays in pairs, producing alternatives if they are able to.

Extension:

Discussion of **passive/assertive/aggressive** distinctions:

- vocabulary
- intonation
- body language

Try these variants in rôle-play (e.g. Aggressive Q, passive A).
What is successful? What 'fits' you best?

EXCHANGES (French) *Teacher's sheets:* ✉ ☛

6. Being polite

These are forms of address and usage which are appropriate for polite or informal conversation where the situation is comfortable. If another person puts pressure on you, through being either insistent or repetitive, the rules change.

For example, giving an excuse (or genuine reason) might just give the person an oppportunity to keep on at you:

Q: Tu veux aller à la boum de Peter demain soir ?

A: Ah non — je suis désolé(e), j'ai beacoup de deviors.

Q: Mais je peux t'aider avec les devoirs

A: Ah merci. Mais je dois me laver les cheveux demian soir.

Q: Pourquoi? Tes cheveux — ça va très bien.

A: Ah bon . . . et puis . . . je suis fatigué(e).

Q: Mais on peut quitter la boum à 10 heures si tu veux . . .

A: . . .

.. . . .

(These can be read out and/or displayed on an OHT)

Extension:

Brainstorm and translate other excuses in pairs, try and resolve these exchanges

- How did they end?
- Did anybody end up giving in when they wanted to refuse?

EXCHANGES (French) Teacher's sheets: ✉ ☛

7. When the pressure is on...

a. Flat refusal

Q: Tu veux aller au match de foot demain.

A: Non merci. Je ne veux pas.

b. Repetition

Q: Ça te dit d'aller voir Terminator 2

A: Non merci.

Q: Pourquoi? Arnie est super!

A: Non merci. Je ne veux pas.

Q: Mais c'est moi qui paie.

A: Non merci.

c. Counterattack — challenge questioner

Q: Allons à la piscine samedi

A: Non, je suis occupé(e)

Q: Mais c'est super la piscine à Chard

A: Je ne veux pas, j'ai des devoirs à faire.

Q: Tu peux faire tes devoirs dimanche.

A: Pourquoi tu insistes? Ne me demande plus — ça ne me fait de plaisir. Je n'aime pas.

Notes: Notice how homework excuse didn't work.

General notes on 7:

- These all assume you have been made to feel under pressure. Try each if time allows.
- Discuss also the things that aren't words which help: i.e. body language, look them in the eye, don't fidget, etc.

8. Producing a poster

As a final exercise they produce a poster completing the speech bubbles for a scene from a photo-romance (un photo-roman).

EXCHANGES (French) Teacher's sheets: COORDINATION

⇒

"Notes on assessment:

I would consider activities 3, 4 and 5 as adequate assessment tasks for the students' language acquisition, particularly if they were done without reference to lists of vocabulary.

To assess the project-worthiness of the activities, I would do this i) informally and ii) formally.

i) Informally: by talking through in English situations they have been in where they have wanted to refuse invitations, but found it difficult to do so; and by asking them how this might be much worse when abroad e.g. on a French exchange.

ii) Formally: by asking students to complete a questionnaire to see if they felt more ready to deal with unwanted invitations (particularly from a person of the opposite sex).*

I would see the paired rôle plays as the primary means of providing a simple, fun form of assertiveness training.

**I could give two questionnaires. One before and one after (pages ML1.15 and ML1.16).*

EXCHANGES (French) *Student sheet*

Writing Task

Pick out an appropriate reply from the sheet (pages ML1.7–8) to each of these invitations.

✓✓ accept the invitation

✓ hedge for the moment

✗ refuse the invitation

✗✗ refuse the invitation strongly

✓✓ 1. Ça te dit d'aller voir le match St.Etienne v Marseilles samedi?

✗ 2. Tu veux venir chez moi, regarder la télé ce soir. Il y a une mission formidable sur les animaux à 20h?

✗✗ 3. Eh bien. On va à la discothèque demain soir. Moi et toi!

✓ 4. Tu voudrais venir au parc avec moi et mon chien demain après-midi?

✓✓ 5. On pourrait bien prendre un pot ensemble samedi soir? Ça te dit?

✓ 6. Est-ce que a te plairait d'aller en ville, demain après-midi?

✗ 7. Tu veux écouter des disques chez moi. J'ai beaucoup de disques et de cassettes — de Kylie Minogue et Jason?

✓ 8. On va voir un film dimanche soir? On passe Terminator 2.

✗ 9. Ça te dit, de sortir, tous les deux?

✓✓ 10. On pourrait aller au café, boire un pot.

EXCHANGES (French) Student sheet

Writing Task

Without looking at the vocabulary sheet, please write in French:

a. Make an invitation or request to your partner

....

....

....

....

....

b. Give as many different replies that mean your partner agrees:

....

....

....

....

....

c. Write down as many different replies which would be refusals:

....

....

....

....

....

EXCHANGES (French) Student sheet ⇒

Student questionnaire (before)

1. You are going to stay with a French family in a few weeks time as part of your school exchange.

Please make a mark on each line that corresponds to what you think.

You feel:

Worried ____________________ Relaxed

2. While in France you are asked to go out with a group of your friends and their French hosts. You don't really feel like doing what they are going to do. You let yourself be persuaded to go.

This would be:

Very likely ____________________ Very unlikely

3. You know different ways of saying 'yes' or 'no' to an invitation in French.

I know:

Lots ____________________ Hardly any

This sheet could be used as an introduction to the module

EXCHANGES (French) *Student sheet* ⟹

Student questionnaire (after)

Please make a mark on each line that corresponds to what you think.

1. **I found this lesson:**

   Interesting ____________________ Boring

2. **To say 'yes' and 'no' to invitations in French, I have learned:**

   A lot ____________________ Not much

3. **How confident would you be in making:**

   (a) a polite refusal in English

   A lot ____________________ Not much

   (b) a strong refusal in English

   A lot ____________________ Not much

   (c) a polite refusal in French

   A lot ____________________ Not much

   (d) a strong refusal in French

   A lot ____________________ Not much

4. **Which of the activities did you enjoy most?**

   ....

   ....

   ....

5. **I would like more practice with:**

   ....

   ....

   ....

6. **Other comments:**

   ....

   ....

   ....

EXCHANGES/PSE **Student sheet** ✍ ☛ ✉ ⇒

Assertiveness

Please circle one number for each question.

A When I can't get what I want from somebody . . .

I feel completely able to cope	4
I feel fairly able to cope	3
I don't really feel able to cope	2
I don't feel able to cope at all	1

B When I want something from somebody, I usually feel . . .

I know exactly what to say	4
I know more or less what to say	3
I don't really know what to say	2
I have no idea what to say	1

C When somebody wants me to do something that I don't want to do . . .

I feel completely able to cope	4
I feel fairly able to cope	3
I don't really feel able to cope	2
I don't feel able to cope at all	1

D When I next get into a difficult situation . . .

I think I will cope much better	4
I think I will cope a bit better	3
I don't really think I will cope better	2
I think I will cope worse if anything	1

EXCHANGES Co-ordinator's Sheets: ✍ ☛ ✉ ⇒

Summary of replies to questionnaires *(if used)*

Class: .... **Date:** ....

Before *(page ML1.15)*

1. Anxiety

	low	medium	high
Boys			
Girls			

2. Perceived Risk

	low	medium	high
Boys			
Girls			

3. Knowledge

	low	medium	high
Boys			
Girls			

After: confidence *(page ML1.16)*

3a Polite, English

	low	medium	high
Boys			
Girls			

3b Strong, English

	low	medium	high
Boys			
Girls			

3c Polite, French

	low	medium	high
Boys			
Girls			

3d Strong, French

	low	medium	high
Boys			
Girls			

EXCHANGES Co-ordinators's sheet: ✍ ☛ ✉ ⇒

Summary of replies to questionnaires *(page ML1.17)*

Class: ....

Date: ....

General confidence:

Confidence: A

	1	2	3	4
Boys				
Girls				

Confidence: B

	1	2	3	4
Boys				
Girls				

Confidence: C

	1	2	3	4
Boys				
Girls				

Confidence: D

	1	2	3	4
Boys				
Girls				

EXCHANGES

Student sheet

Write out magazine story or text, and write out speech bubbles.

EXCHANGES (German) Teacher's sheets

Accepting and refusing invitations

Lesson Plan:

Introduce the topic very briefly in English.

1. Introduction of structures needed

This work is done in German, using an OHP transparency to cue what is said, and to help students understand what is being said.

a) First I orally introduce the structures that are used to make invitations. It is better to use a few basic structures that follow roughly the same grammatical pattern and a few sample invitations and times of day/days of the week.

im Park spazieren gehen?
bei mir Platten hören?
Wollen wir ..... in die Disko gehen?
Willst du vielleicht .....etwas unternehmen?
Möchtest du ..... mit mir fernsehen?
Wir könnten .... den Hund spazieren führen
zum Fußballspiel gehen
kegeln gehen

ins Kino zu gehen?
Hast du Lust ..... ins Café zu gehen?
Hättest du Lust ..... in die Kniepe zu gehen
kegeln zu gehen

b) I then invite students in the class to do these activities, plus any more they come up with when it is their turn to ask me.

2. Accepting and refusing

Then I introduce ways of accepting and refusing an invitation, grading them carefully in ascending or descending order of politeness/formality and directness/pleasure/displeasure.

Accepting

O Ja! Das möchte ich gerne machen!

Das wäre prima!

Dazu hätte ich Lust!

Gerne!

Das ist keine schlechte Idee!

O.K. Machen wir.

Wenn du willst.

Hedging

Ich weiß noch nicht.

Ich bin nicht sicher.

vielleicht.

Es hängt davon ab.

Es kommt darauf an.

Refusing

Nein.

Lieber nicht.

Ach nein. So was interessiert mich nicht.

Das ist nett von dir, aber ich habe heute abend etwas vor.

Ich gehe nicht gern ins Kino.

Ich habe keine Lust, zum Fußballspiel zu gehen.

(Ach, es tut mir leid, aber heute abend kann ich nicht.

(Heute abend geht es nicht.

Mir die Haare waschen

Schularbeiten machen

Ich muß einen Brief an meine Eletern schreiben

früh ins Bett gehen

Students are given a list of all the vocabularly covered so far. Only if really necessary would I give them a translation in English before giving them the list.

These forms can be discussed: passive/aggessive/polite

3. Being polite

These are forms of address and usage which are appropriate for polite or informal conversation where the situation is comfortable. If another person puts pressure on you, through being either insistent or repetitive, the rules change.

For example, giving an excuse (or genuine reason) might just give the person an opportunity to keep on at you:

Q: Möchtest du morgen abend zu Peter's Party?

A: Nein, Es tut mir leid. Ich muß Schularbeiten machen.

Q: Aber ich kann dir damit helfen.

A: Danke. Aber morgen abend muß ich mir die Haare waschen.

Q: Das brauchst du aber nicht machen. Deine Haare sehen schön aus!

A: Naja. Ich bin aber müde .....

Q: Aber wir können die Party um 10 Uhr verlassen, wenn du willst.

A: .....

(These can be read out and/or displayed on an OHP.)

Extension

Brainstorm and translate other excuses in pairs; try and resolve these changes.
How did they end?
Did anybody end up giving in when they wanted to refuse?

4. When the pressure is on .....

a) Flat refusal

Q: Möchtest du morgen zum Fußballspeil gehen?

A: Nein danke. Ich möchte nicht.

b) Repetition

Q: Möchtest du Jurassic Park sehen?

A: Nein danke.

Q: Warum nicht? Es ist echt super!

A: Nein danke. Ich habe keine Lust.

Q: Ich lade dich ein! (Ich bezahle)

A: Nein danke.

c) Counter attack — challenge questioner

Q: Gehen wir am Samstag ins Schwimmbad.
A: Nein. Ich habe keine Zeit.
Q: Aber das Schwimmbad hier ist ganz toll!
A: Nein danke. Ich muß Schularbeiten machen,
Q: Das kannst du am Sonntag machen.
A: Laß mich bitte in Ruhe! Ich will eben nicht.

Note: Notice how the schoolwork excuse didn't work.
Brainstorm English equivalents.

General notes:

1. These all assume that you have been made to feel under pressure.
   Try each if time allows.

2. Discuss also the things that aren't words (i.e. body language) which help:
   Look them in the eye, don't fidget etc.

EXCHANGES Student exercises writing task

Pick out the appropriate reply (from pages ML1.21–22) to each of these invitations.

✓✓ accept the invitation
✓ hedge for the moment
✗ refuse the invitation
✗✗ refuse the invitation strongly

✓✓ 1. Möchtest du am Samstag zum Fußballspiel gehen?

✗ 2. Wir könnten heute abend bei mir fernsehen, wenn du Lust hast. Es gibt einen tollen Film um 20 Uhr.

✗✗ 3. Gehen wir morgen abend zusammen in die Disco?

✗ 4. Morgen nachmittage gehe mit meinem Hund im Park spazieren. Kommst du mit?

✓ 5. Wir könnten am Samstagabend in die Kneipe gehen. Hättest du dazu Lust?

✓✓ 6. Möchtest du heute nachmittag mit mir in die Stadt gehen?

✗ 7. Hast du Lust, heute abend bei mir Platten zu hören. Ich habe viele Kassetten und CDs von Take That.

✓✓ 8. Gehen wir am Samstagabend ins Kino? Es gibt Jurassic Park.

✗✗ 9. Wollen wir zusammen etwas unternehmen?

✓ 10. Hättest du Lust mit mir ins Café zu gehen. Bei Oberbecks gibt's so schönen Kuchen!

Monitoring/evaluation
a) Language — written exercise/oral work
b) Project — informally by discussing in English situations in which they had been place; formally — completing two questionnaires, one on assertiveness and one on how they feel they would cope when abroad. (See pages ML1.15–17)

Results of Assertiveness questionnaire *(page ML1.17)*
Question B: Almost 100% — 3

These replies — mainly 3s with some 4s, only 3 people out of 62 have ringed 2s.

As the pupils involved make up two top sets in Year 9, I feel this is a reflection of their basically intelligent response to any given situation.

I am sure a lower ability set would have produced different results.

Results of Student questionnaire *(page ML1.15)*

Question 1 — All responses from worried to 50% along line.
Question 2 — Many feel they would allow themselves to be persuaded to do what they do not really want to. Perhaps a result of language difficulty in explaining feelings and awareness of being a guest rather than a lack of assertiveness.

Question 3 — Ways of saying yes or no — All answers in lots of areas, a result of giving them questionnaire immediately and a reflection of their knowledge of the French language.

It might be interesting to add a free response question in future about their perceived value of the project, particularly to those likely to do an exchange.

If the project is delivered at the appropriate time next year (ie before an exchange visit) a follow-up session — in English, would be useful to discuss their experiences and their reactions to them, how they coped, what language they used.

Subject: Music

Mu1: Music and emotions

Risk appreciation through music — Teenage pregnancy
Promoting good relationships

Flow of ideas

exploration of 'feeling' words
⇓
relating feelings to music
⇓
feelings associated with certain situations
⇓
music for these situations

Summary

You will need:

- ✔ Large paper
- ✔ Pens
- ✔ Selected musical pieces (see Lesson 1, point 5)
- ✔ Variety of instruments (see Lessons 3 & 4, point 5)

Subject aims

Cross-curricular dimensions and themes

Curriculum Guidance 5 KS3 Family Life, Sex Education, Psychological Aspects of Health.

AT1 Performing and composing
AT2 Listening and appraising

These lessons are intended as a part of a broader Year 9 programme in which students are asked to compose music in response to a variety of stimuli in particular considering special occasions and life events. The modules involve students in analysing musical sound and relating it to the social context.

Lesson plans

Lesson 1

1. Divide the class into groups of 3 or 4 with a mix of boys and girls if possible.

2. Issue large paper and pens and ask the groups to write down as many emotions or feeling words as they can such as happy, sad, angry, scared, etc.

3. As a whole class look at each others words and explore any that are unclear. (have a thesaurus to hand!)

4. Ask the class if they know of any particular pieces or types of music that make them feel any of these emotions. Why? How is music used to create these feelings in films, adverts, etc?

5. Play to the class short sections from a selection of musical pieces, reflecting differing pitch, texture, timbre, dynamics, cultural and historical settings etc. Ask the class to listen to these twice, the second time writing down a feeling word from the list which they feel is expressed in each piece.

6. As a group discuss results. What was it about the sounds that made them write down certain words? Was there agreement?

Lesson 2

1. Recap Lesson 1 by playing the selected musical pieces again, asking the class to recall what they had discussed in Lesson 1.

2. Divide the class into small groups again for composition work.

3. Give each group a short senario based on an issue relating to teenage pregnancy and other issues.

   "Susan and Simon are both 15 and studying for their GCSEs. Susan has just discovered she is pregnant. She told Simon the news."

   The scenarios need to be fairly vague so that the groups can develop them in what ever way they want to. The CHANCE cards from module E3 (Soap opera, page E3.11) might form an appropriate prompt.

4. As a group or class explore what problems the couple face and those around them like parents and friends.
   - What will happen next?
   - What range of emotions will people be feeling?

   Select three of these and write them down as a group i.e. fear, excitement, anger.

Lessons 3 & 4

5. The class will now be asked to compose a short piece of music. Recap composition techniques etc. Ask the groups to compose a short piece of music to represent each of the three emotions they have listed. Each piece should vary and use different rhythm or syncopation, pace, timbre, volume, texture etc.

Lesson 5

6. When ready ask each group to put the three pieces together and prepare to perform it to the class.

7. Conclude the lesson by listening to each group, inviting discussion and evaluation from the class.

This lesson can be developed further to include extended and revised composition work using graphic or conventional notation etc.

Evaluation

In order to evaluate the lessons on Music and Emotions, please think about the following sentences and complete them, showing how you feel about the work you have done.

1. The group I worked with were good at

   ....

2. The group I worked with could have been better at

   ....

3. I found writing down emotion words was

   ....

4. The music we heard in Lesson 1 made me feel

   ....

5. Susan and Simon's story made me feel

   ....

6. I found composing music was

   ....

7. The things I enjoyed the most were

   ....

8. The things I enjoyed the least were

   ....

9. These lessons have made me think about

   ....

10. The things I have learnt from these lessons are

    ....

Feedback suggestion

⇒

Scenario issue	*Words selected by group*
Pregnancy	
Losing girlfriend	

Subject: Physical Education

PE1: AIDS Simulation game

To increase awareness of how HIV can spread through any population (number/group of people).

Flow of ideas:

"What is HIV?" — inititial questionnaire

⇓

how can you become infected?

⇓

methods of reducing rate of infection

⇓

relevance of the simulation to the local scene

⇓

concluding questionnaire

⇓

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CCSE objectives:	Personal risk appraisal (STD's)
Introduction:	As previous work was on an informal Teacher: Pupil level, attempt here to formalise discussions within a whole year. (Description of game.)
Previous work:	Informal discussion
Lesson plans:	The 4 'carriers' were briefed before the lesson and asked their permission. Only these plus the teacher knew the meaning of the 4 marked cards. Plotting of the results Discussion Evaluation
Resources:	The 'AIDS Simulation Game' available from: Daniels Publishing Barton Cambridge CB3 7BB

Aim

To increase awareness of how HIV can spread through any population (number/group of people).

Procedure

A questionnaire (page PE1.3) was devised to give to the whole group before and after the exercise, thus hopefully giving an insight into pupils' knowledge.
The questionnaires were filled out, individually, confidentially and under exam conditions.
It was decided to "run the exercise" open, that is to tell the group that the circle within the game denoted the HIV. Four pupils were asked the day before the exercise if they would mind starting off by carrying the circle — none objected.

Explanation of game

The explanation to the pupils is quite lengthy and every 4/5 minutes or so the pupils were given a chance to discuss what had been said in case they wanted to ask anything. (Its always easier to ask a group question, rather than as an individual — especially considering the nature of the subject!)

Each player receives a card, with numbers 1 to 10 representing the ten rounds within the game. There is also a separate number which is called 'x'. This is the number of rounds in which the player can 'exchange', which is a varying number from individual to individual. To begin with, each player decides which rounds will be chosen for making exchanges and makes a mark against the appropriate numbers on the card.

A few cards have a circle around 'x'. These people are 'infected'.

At the commencement of each round, those players selecting that round get up and move about. On the whistle they choose a partner and exchange numbers. If one of the partners has a circled x, the other player circles the number they receive — they have been 'infected'. In future exchanges they too will passs the circle on.

A record is kept of the way the circles spread. This can be done by the players recording the round when they become 'infected', or by taking a tally in between rounds.

The first game was run through open, and with no restrictions, ie no condom cards and no limitations of sub-groups.

The result of the first game was that out of 95 pupils to take part, 83 contracted the HIV (see graph on page PE1.6).

Questionnaire for use before and after 'The AIDS Simulation Game'

PLEASE DO NOT WRITE YOUR NAME but circle whether you are

MALE or FEMALE

All information will remain confidential.

1. Write in your own words.

   What is meant by HIV?

   What is meant by AIDS?

2. Circle the correct answer

Can you catch HIV?	Yes	Don't know	No
Can you catch AIDS?	Yes	Don't know	No

3. How can the HIV move from an infected person to somebody else?

Tick TRUE or FALSE	TRUE	FALSE
Sexual intercourse without a condom		
Sexual intercourse with a condom		
Toilet seats		
Masturbation		
Sharing injecting drug equipment		
Oral sex with a condom		
Oral sex without condom		
Anal sex with a condom		
Holding hands		
Kissing		
Petting		
Sitting next to somebody		
Shaking hands		
Talking		
Watching a video		
Playing sport		

4a Could you explain how to use a condom properly?

YES DON'T KNOW NO

4b If you answered YES please list below the most important things you think you need to do.

5. In a group of 100 14 year olds how many would you expect to be sexually active?

0 1-29 30-69 70-99 100

6. In a group of 100 young people how many would you expect to have HIV?

0 1-29 30-69 70-99 100

7. In one year how many sexual partners would you expect a young person to have?

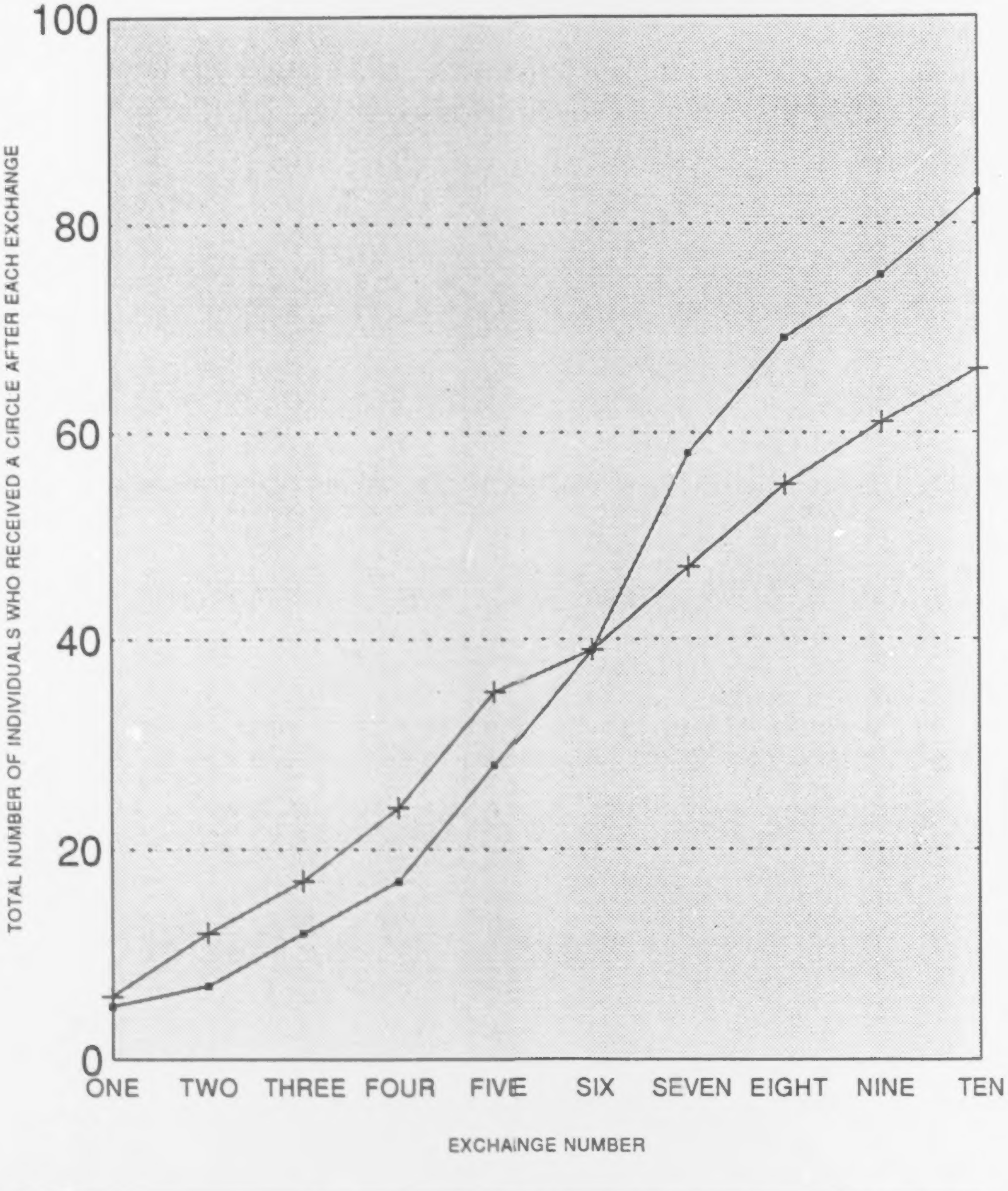
0 1 2 3 4 5

8. Are you more likely to catch HIV if you have:

one partner 2 partners 3 partners

4 partners 5 partners

AIDS simulation game



KEY

• FIRST RUN NO CONDOM + SECOND RUN WITH CONDOM

NB. SECOND RUN - CONDOM CARD INTRODUCED AFTER FOURTH EXCHANGE

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Much discussion followed, lots of glib comments and the fact that it was such an unreal situation — this developed and with the explanation that it was supposed to be unreal — what can we learn from this etc, the discussions continued.

The second running of the exercise, a week later, was again run open, four volunteers asked for, but this time with the introduction of ten condom cards after exchange four.

The main aim was still to demonstrate the spread of HIV, but was also hoping to achieve discussion on ways of stopping the spread of HIV.

At the end of the second game out of 95 individuals that took part 65 had HIV. These results were then compared to the previous weeks results — to use as a stimulus to discussion. Discussion included the effectiveness of condom use in reducing the spread of HIV. Other issues included celibacy, fewer partners, monogamy etc.

> *I found the whole exercise very worthwhile and am still getting follow-up from it. I believe it is an excellent resource and will continue to use it. The pupils responded well, they did all that was asked of them in a sensible, well balanced way (my year group!) and I honestly believe that they will have gleaned something from the whole exercise - once you get beneath their adolescent rhetoric many comments lead one to believe this is so (I also hope the data will show something).*

Evaluation

The intention of this sheet is to summarize 'The AIDS Simulation Game' monitoring sheets completed by the Year 9 pupils. Having obtained the summarized information, the subject co-ordinator is then able to pass this information onto the PSE Co-ordinator, who is then better enabled to review, plan, prepare the sex education programme for that year / the school

Data collected from first questionnaire, administered before the AIDS game.

All answers shown as percentages

2a. Can you catch HIV?

	Yes	*Don't know*	*No*
Boys	85.5	5.5	9.0
Girls	77.4	12.9	9.7

Total responding to this question: Boys = 55
Girls = 31

2b. Can you catch AIDS?

	Yes	*Don't know*	*No*
Boys	52.7	7.3	40
Girls	64.5	6.5	32

Total responding to this question: Boys = 55
Girls = 31

3. How can the HIV move from an infected person to somebody else?

	True		*False*		*No response*	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Sex without condom	98.0	100	2.0	0.0	0.0	0.0
Sex with condom	10.5	25.0	87.7	62.5	1.8	12.5
Toilet seats	10.0	3.0	88.0	90.6	1.8	6.4
Masturbation	26.3	9.4	73.7	87.5	0.0	3.1
Sharing needles	88.0	96.9	10.5	0.0	1.5	3.1
Oral sex+ condom	14.0	15.6	80.7	78.1	5.3	6.3
Oral sex- condom	61.0	59.4	36.8	21.9	2.2	18.7
Anal sex + condom	22.8	28.0	71.9	59.0	5.3	6.3
Anal sex - condom	71.9	53.0	24.6	40.6	3.5	4.4
Hold hands	0.0	6.0	91.0	87.5	9.0	6.5
Kissing	12.0	3.0	87.7	90.6	0.3	6.4
Petting	1.8	3.0	98.2	93.8	1.7	3.2
Sitting next to somebody	1.8	3.0	98.2	93.8	0.0	3.2
Shaking hands	0.0	0.0	98.2	96.9	1.8	3.1
Talking	0.0	3.0	98.2	93.8	1.8	3.2
Watching a video	0.0	0.0	98.2	93.8	1.8	3.2
Playing sport	0.0	3.0	94.7	93.8	5.3	3.2

4a. Could you explain how to use a condom properly?

	Yes	*Don't know*	*No*
Boys	67.9	28.6	3.5
Girls	58	35.5	6.5

Total responding to this question: Boys = 56
Girls = 31

"Top six" 'secure' answers:

Boys			*Girls*		
1.	Erect penis	18.4	1.	Erect penis	66.7
2.	Do not damage	15.8	2.	Roll on	27.8
3.	Roll on	15.8	3.	Do not tear	16.7
4.	Put on before	13.2	4.	Use spermicide	11
5.	Use spermicide	10.5	5.	Put on before	11
6.	Expel air	10.5	6.	Care removing	11

Total responding *'Yes'*: Boys = 38
Girls = 18

5. In a group of 100 14 year olds how many would you expect to be sexually active?

	0	1-29	30-69	70-99	100
Boys	3.7	53.7	33.3	9.3	0
Girls	0.0	65.6	31.4	0.0	3

Total responding to this question: Boys = 54
Girls = 32

6. In a group of 100 young people how many would you expect to have HIV?

	0	1-29	30-69	70-99	100
Boys	25.9	53.7	20.4	0.0	0
Girls	21.9	68.8	3.0	6.3	0

Total responding to this question: Boys = 54
Girls = 32

7. In one year how many sexual partners would you expect a young person to have?

	0	1	2	3	4	5
Boys	0.0	18.0	32.0	28.0	10.0	12.0
Girls	3.2	26.7	30.0	26.7	6.7	6.7

Total responding to this question: Boys = 50
Girls = 30

8. Are you more likely to catch HIV if you have (no. of partners)

	1	2	3	4	5
Boys	8.0	10.0	2.0	0.0	80.0
Girls	3.7	11.1	7.4	0.0	77.8

Total responding to this question: Boys = 50
Girls = 27

Game 2

This the second sheet summarizing the AIDS game monitoring sheets completed by the Year 9 pupils, after the module.

All answers shown as percentages

2a. Can you catch HIV?

	Yes	*Don't know*	*No*
Boys	83.3	9.3	7.4
Girls	88.2	8.8	3.0

Total responding to this question: Boys = 54
Girls = 34

2b. Can you catch AIDS?

	Yes	*Don't know*	*No*
Boys	31.5	3.7	64.8
Girls	47.1	5.8	47.1

Total responding to this question: Boys = 54
Girls = 34

3. How can the HIV move from an infected person to somebody else?

	True		*False*		*No response*	
	Boys	*Girls*	*Boys*	*Girls*	*Boys*	*Girls*
Sex without condom	98.2	100	1.8	0.0	0.0	0.0
Sex with condom	11.1	20.6	87.0	73.5	1.9	5.9
Toilet seats	3.7	5.9	90.7	94.1	5.6	0.0
Masturbation	7.4	32.3	87.0	64.7	5.6	0.0
Sharing needles	90.7	94.1	9.3	5.9	0.0	0.0
Oral sex+ condom	9.3	17.6	85.2	82.4	5.5	0.0
Oral sex- condom	55.6	58.8	37.0	41.2	7.4	0.0
Anal sex + condom	24.1	29.4	72.2	70.6	3.7	0.0
Anal sex - condom	68.5	64.7	29.6	35.3	1.9	0.0
Hold hands	0.0	0.0	98.1	100	1.9	0.0
Kissing	5.6	3.0	92.6	97.0	1.8	0.0
Petting	3.7	0.0	90.7	100	5.6	0.0
Sitting next to somebody	0.0	0.0	96.3	100	3.7	0.0
Shaking hands	3.7	0.0	94.5	100	1.8	0.0
Talking to someone	0.0	0.0	98.1	100	1.8	0.0
Watching a video	0.0	0.0	98.1	100	1.9	0.0
Playing sport	4.0	0.0	90.8	100	1.8	0.0

4a. Could you explain how to use a condom properly?

	Yes	*Don't know*	*No*
Boys	85.2	13.0	1.8
Girls	79.4	20.6	0.0

Total responding to this question: Boys = 54
Girls = 34

"Top six" 'secure' answers:

	Boys			*Girls*	
1.	Roll on	58.7	1.	Erect penis	66.7
2.	Erect penis	43.5	2.	Expel air	48.2
3.	Expel air	34.8	3.	Don't damage	44.4
4.	Don't damage	30.4	4.	Roll on	44.4
5.	Check for holes	23.9	5.	Check for holes	25.9
6.	Care removing	19.6	6.	Dispose carefully/ Care removing	18.51

Total responding *'Yes'* Boys = 46
Girls = 27

5. In a group of 100 14 year olds how many would you expect to be sexually active?

	0	1-29	30-69	70-99	100
Boys	5.6	79.6	13	1.8	0
Girls	0	91.2	8.8	0	0

Total responding to this question: Boys = 54
Girls = 34

6. In a group of 100 young people how many would you expect to have HIV?

	0	1-29	30-69	70-99	100
Boys	18.5	66.7	11.1	3.7	0
Girls	15.2	72.6	6.1	6.1	0

Total responding to this question: Boys = 52
Girls = 34

7. In one year how many sexual partners would you expect a young person to have?

	0	1	2	3	4	5
Boys	1.8	16.7	48.1	13.0	11.1	9.3
Girls	2.9	26.4	31.5	14.7	5.9	0.0

Total responding to this question: Boys = 54
Girls = 34

8. Are you more likely to catch HIV if you have (no. of partners)

	1	2	3	4	5 or more
Boys	1.9	1.9	5.8	0.0	90.4
Girls	2.9	5.9	11.8	11.8	67.6

Total responding to this question: Boys = 52
Girls = 34

Free response

Pupils were also given the opportunity to respond freely to this work. Concentrating on the main aim of the module (to illustrate the possible rate of HIV within a population) out of the sample of 81 pupils who responded, 21 (35%) picked-up on the rapid rate of infection by the Human Immunodeficiency Virus.

Other responses worthwhile of a comment were:

1] The repetition with the work done already within Science and German'

2] The desire to discuss , within small groups, further the points raised and in more depth.

3] Surprise at the small percent of 14 year olds that are sexually active (3%).

4] The view that HIV/AIDS was a'gay' problem and so the game was unrealistic in its 'heterosexual' approach.

Subject: Physical Education

PE2: Coaching games skills

The contribution of this module to the project is to enhance pupils' awareness of and capacity to adopt good relationships skills within the context of a PE lesson, these skills being helping, listening and responding.

Flow of ideas:

teacher demonstration of game skill
⇓
rehearsal of game skills in pairs
⇓
PE monitoring sheet used by pairs in first session
⇓
further rehearsal over course of module
⇓
final monitoring by pairs
⇓
feedback to co-ordinator of selected marking

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Summary

You will need:

- ✔ at least six weeks' worth of lessons on a theme or game,
- ✔ although only a single lesson each week may be necessary for this activity
- ✔ 'target' marking sheets
- ✔ pens/clipboards.
- ✔ sports equipment relevant to the games e.g. basketballs

Subject aims

Its contribution to the physical education of the class members is through:

- development of game skills as laid down by teacher eg. shooting
- opportunity to develop coaching skills
-

(cf. KS3: "experience a variety of roles in each activity and be guided to evaluate those roles"; "be enabled to make informed comment on their own and other's work including assessment of sport techniques. . . ")

Previous work:
Students may be familiar with the idea of targeting.

COACHING GAMES SKILLS Teacher's sheets

Overview:

This module combines two ideas that are widespread in PE teaching: (1) the idea of targeting, and (2) a concern for the quality of the processes going on between students in the lesson, and in particular the quality of the interaction between the class members. If CCSE is about improving the quality of interaction between young people, PE is a natural arena in which to work.

> *"The only ways in which this module might be new or different for teachers familiar with these ideas are (i) the emphasis on being able to help rather than merely cooperate, and (ii) the importance of feeding back information outside the department."*

Introduction

The PE 'modules' in which this has been piloted — Cricket, Basketball, Fitness, Volleyball and Netball — integrate into current variations in PE, in teaching style and in the area of records of achievement.

The 'paperwork' i.e. pupil recording time is envisaged to be 15 minutes at the start and end of the module of work. This may well be reduced as pupils become more familiar with the style and approach adopted. It is hoped that this may be kept to a minimum in order to maximise the performance orientation of the subject.

Teaching is predominantly focused on the partnership qualities through adopting 'reciprocal learning' and group orientated tasks. Teachers are asked to focus on developing the 'teaching qualities' of the partners rather than predominantly focusing on the performer (i.e. 'what could you say to your partner now?' rather than 'what are you doing wrong?'). Other teaching styles are used at the discretion and professional perception of the individual teacher.

Each module is pupil assessed on the record sheets, each module sheet building up to aid the pupils in writing an end of year Personal Statement in PE for RoA. At this point the teacher is also able to comment on individual progress — usually in response to the pupil's own statement, as well as the teacher's assessment of progress on a professional level.

> *"In order to monitor changes in the pupils' self-esteem and social confidence an annual check using something like the LAWSEQ pupil questionnaire would possibly be used (Question 51 of the Health-related Behaviour Questionnaire — Version 16)."*

COACHING GAMES SKILLS Teacher's sheets

Lesson plans

Lesson 1:

a. Introduction to course and to exercise:

- Hand out student module sheets (page PE2.5) — these explain the objectives, methodology and record pupil's opinion of progress.
- Explain philosophy and way to approach the work.
- Teacher demonstration of points to watch for.

> *"During teaching module eg. Basketball I may choose to teach a skill such as a 'Lay Up Shot' with approach dribble.*
>
> *I would demonstrate the shot several times to the group, building it up through recognised progressions.*
>
> *Partners are to focus on ONE or TWO points at a time, eg. 'Look at my feet when I'm shooting', 'when is the ball released?'. They must then observe their partner's attempt at the tasks and, using the points shown, develop competency in their partner's ability to perform the task."*

b. Rehearsal of skills in pairs — perhaps working to **task cards** (see page PE2.7).

c. Informal monitoring of performance by teacher: feedback to the 'coach' in pairs (e.g. *what's your partner doing? what could you say to them?*).

d. Informal monitoring of quality of interaction and support (and repair if necessary e.g. carping criticism).

e. Review course orally — ask for pupil responses to approach. Formal monitoring: **target cards** completed by students in pairs (pupil review of partner's progress). Cards collected by teacher.

Lessons 2-5:

Further skills introduced and rehearsed.

Lesson 6:

- As before, with repeat of target card monitoring.
- Review course orally — ask for pupil responses to approach.
- Formal **End-of-module review (15 mins):**
- Hand out assessment sheets again.
- Target cards completed by students in pairs (pupil review of partner's progress).
- Cards collected back again by teacher.

COACHING GAMES SKILLS Students' sheet

The Course

During this 6 week module you will be working in the same group. Hopefully this will encourage not only improved practical performances in the game but also help you to understand and help others in the group. How successful this will be depends on YOU, your approach to each lesson and each task.

Objectives

- To gain knowledge and understanding of the game, developing and improving the practical skills in four areas.
- To use the game as a means to promote personal development. Understanding oneself — limits, motivating factors and promotion of cooperation in groups.

ABOVE ALL — TO THY OWN SELF BE TRUE — BE HONEST

Lesson 1:

Step 1 Pair up. Choose a partner with whom you would like to work.

Step 2 You will be put with another pair with which to work, who may be of the opposite sex. You will:

- be shown or be told about an element of the game
- practice this with your partner(s)
- watch and help your partner, who will watch and help you
- take it in turns to practice and watch.

Step 3 On the following page are four sets of circles entitled

- Personal
- Coaching
- Practical
- Understanding

Now, shade in on each circle in the TOP row the sectors for your partner according to the level you think your partner is at. DO NOT fill in your own. If you disagree — discuss it with your partner and negotiate a level. If you still can't agree see the teacher.

ALSO DISCUSS: what would be needed to achieve the next level?

Lessons 2-6: further practice with different skills.

Lesson 6 includes the last step:

Step 4 Repeat step 3 at the end of the course — still for your partner. Show the levels you think they have now reached — they may be better, the same or even worse — though hopefully not the last.

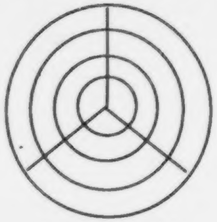
Name ....

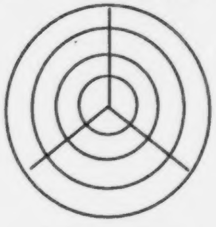
CCSE — Physical Education

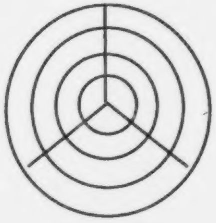
Games skills Target Card

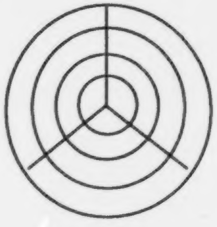
1A	1B	1C
2A	2B	2C
3A	3B	3C
4A	4B	4C

STARTING LINE

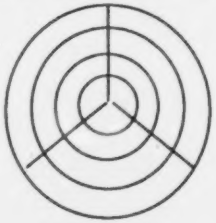

A: effort made during course
B: attendance and kit
C: ability to work on task

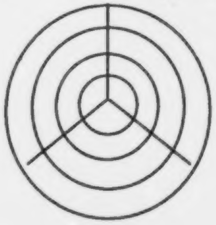

A: ability to listen
B: ability to help partner
C: willingness to act on suggestion

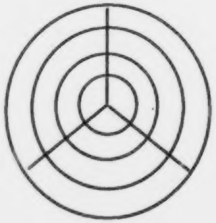

A: shooting
B: passing
C: dribbling

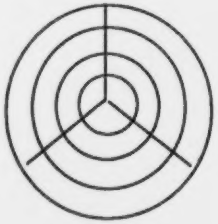

A: rules
B: game play
C: refereeing

1. Personal 2. Coaching 3. Practical 4. Understanding


A: effort made during course
B: attendance and kit
C: ability to work on task


A: ability to listen
B: ability to help partner
C: willingness to act on suggestion


A: shooting
B: passing
C: dribbling


A: rules
B: game play
C: refereeing

FINISHING LINE

KEY TO TARGET ZONES: grey (outside) = working on it; white = satisfactory; dark grey (near centre) = good; centre = elite
(always ask: what would be needed to get a mark at the next level?)

COACHING GAMES SKILLS

Students' target card (example)

COACHING GAMES SKILLS

Students' task card (example)

Basketball: The Lay-Up Shot

Run, jump and reach to score!

- keep two hands on the ball — one to protect it, one to shoot it
- "bounce 1-2 rhythm" before taking the shot
- lay the ball up softly — do not rush the shot
- keep your eyes on the shooting spot (20-25cm over the basket rim and on the approach side of the shot)
- approach the board at an angle — use the back board
- three-quarter step with the outside foot (the foot furthest from the basket), and then a full stride with your inside foot, pushing hard and high off the floor
- 'free' knee assists for height and balance
- practice with both hands and from both sides of the basket

COACHING GAMES SKILLS

Teacher's sheets (example) ✉

BASKETBALL

Objectives

1. To gain knowledge and understanding of basketball, developing and improving the practical skills in shooting (e.g. lay-up shot), passing and dribbling.

2. To use basketball as a means of improving our personal qualities. Understanding one's own limits, what motivates us and how we work with others.

COACHING GAMES SKILLS Co-ordinator's sheets ⇒

In order to provide some feedback to the co-ordinator, please complete the following sheet:

2a: Listening

	level 1	level 2	level 3	level 4
BOYS	working on it	satisfactory	good	elite
	....	....	....	....
	level 1	level 2	level 3	level 4
GIRLS	working on it	satisfactory	good	elite
	....	....	....	....

2b: Helping

	level 1	level 2	level 3	level 4
BOYS	working on it	satisfactory	good	elite
	....	....	....	....
	level 1	level 2	level 3	level 4
GIRLS	working on it	satisfactory	good	elite
	....	....	....	....

2c: Responding

	level 1	level 2	level 3	level 4
BOYS	working on it	satisfactory	good	elite
	....	....	....	....
	level 1	level 2	level 3	level 4
GIRLS	working on it	satisfactory	good	elite
	....	....	....	....

✎

> *"Evaluation: Have not been able to fully trial work as yet. Currently looks as though pupils progressing at a similar rate re. learning of skills. Change in focus seems to have helped group work (professional observation, rather than scientific measure!)."*

Subject: Religious Education

RE1: Family Life in Religion

The contribution of this module to the project is to make class members more aware of the importance of family in meeting the needs of children, and giving them an opportunity to judge whether young parents are actually poorly placed to meet children's needs.

Flow of ideas:

to identify the top 10 needs of teenagers
(especially: a strong family)

⇓

forms of family in different religious communities
(Christian, Jewish, Muslim)

⇓

rituals of birth/marriage

⇓

discussion of children's needs
met by different families in different ways
(and perhaps less likely to do well with young parents)

⇓

Barnardo's: when needs are not met
(religious motivation, frequency of young parents in Barnardo's)

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Summary

You will need:

- ✔ at least five weeks' worth of lessons (double lesson/week)
- ✔ student information sheets or alternative books/sheets
- ✔ feedback sheets

Subject aims

The contribution to religious education of class members is through:

- examination of the theme of family through different religions
- understanding of functions and principles of these family types
- reflection on their own point of view.

Previous work:
The students will already have a general foundation knowledge of the Christian and Jewish philosophy and their effects on daily life.

FAMILY LIFE IN RELIGION

Teacher's sheets

Overview:

A study of 'Family Life' in Christian and Jewish cultures. By starting the module with the present experiences of the students (ie 'The top ten needs of Teenagers', page RE1.5) it is hoped to make the facts directly applicable to their lives. The second phase of the module will look in detail at marriage and different types of families within the Christian and Jewish cultures. Finally the facts learnt from the study will be applied again to the present experience and future plans of the students.

Objectives

1. To understand the differences of lifestyle within a religious community.
2. To understand the religious and moral principles concerning family relationships.
3. To understand loyalty and the conflicts of loyalty for people living in a particular religious culture.

NB: As there were no definite NC objectives for RE at the time of writing, these were taken from earlier work done on the NC by Westhill College.

The world moves on . . .

> *"At the time of module planning and delivery for the CCSE project, between November 1991 and July 1992, no Attainment Targets existed for Religious Education. Somerset now has a new Agreed Syllabus for Relgious Education, the legal framework for Religious Education at Local Education Authority level. This document has Attainment Targets, Statements of Attainment in levels and units of work for achievement of Attainment Targets.*
>
> *Relevant to the CCSE project target age group is the Agreed Syllabus documentation relating to Key Stage 3. It might be useful to the CCSE project to consider how well the current Religious Education module fits within the Agreed Syllabus structure. The Agreed Syllabus is no longer draft and has been accepted by Somerset SACRE and the Education Committee."*

FAMILY LIFE IN RELIGION Teacher's sheets

Lesson Plans

1. **General Introduction**

   To encourage the students to list their personal opinions on the 'Top ten needs of Teenagers'. (Student sheet 1, page RE1.5)

   This also provides a platform to work from as girls (particularly) and boys list the importance of love and caring in a family situation.

2. **What kind of Boy/Girl/Marriage/Family relationships do we want in life?**

   The study of a typical Christian wedding (based on the book 'Contemporary and Moral Issues': Jenkins — Heinemann).

   The study of a Jewish wedding (based on the book 'The Jewish family in Britain': Barnett — RMEP).

   (Other religious models if time eg. Muslim)

   (Student sheet 2, page RE1.7)

3. **Different types of families in Christian and Jewish cultures**

   Nuclear — One parent — Kibbutz

   (Student sheet 4, page RE1.9)

4. **Families needing support**

   Unmarried mothers — teenage couples with children (video — *Too Young to Have a Baby*).

   The work of Christian organisations — Barnardo's (video — *Adoption Shops*).

5. **Conclusion**

   What is good family life?

FAMILY LIFE IN RELIGION — Student sheet 1 ✍ ⇒

Student sheet 1: Top ten needs of teenagers

Teenage years are a challenging, exciting and increasingly responsible time of life. To assess your own personal needs at this important time, please write down the ten most important needs you think you have. Here are some ideas that other teenagers have come up with — you can use these as well as any thoughts of your own.

- To have self-respect.
- To have guides between right and wrong.
- To have good friends.
- To be encouraged for achievements.
- To have enough money to be comfortable.
- To have privacy from adults.
- To belong to an organisation.
- To love and be loved.
- To have a strong family.
- To have a personal identity.
- ....
- ....
- ....

Write down your top ten needs using any of the above suggestions or others that you feel are also important.

EITHER: Circle your top three needs from the list above,

OR: Put your needs in order of importance, from 1-10.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

Discuss your opinions with others in your group. You may want to change your list after this discussion. Write a conclusion giving your reasons for selecting the list you have chosen.

Example of students' responses given overleaf:

Example of students' responses:

Top three needs (given phrases/own phrases)

	BOYS	*GIRLS*
Self-respect	7	6
Guidance to right and wrong	1	4
Friends	24	10
Encouragement for achievement	5	2
Money to be comfortable	8	2
Privacy from adults	11	11
Belonging to a group	0	0
Some responsibility/be trusted	9	8
Personal identity	4	1
To love and be loved	2	3
Strong family	6	1
Both love and strong family	4	8
Freedom/allowed out	2	0
Do well in school	1	0
Be treated with respect	3	1
Sporting achievement	0	1
Money for clothes	2	0
Understanding parents	1	0

"This numerical information is very engaging. The exercise may benefit from the list offered being discussed with the class beforehand, but this is an investment of time which may be unnecessary, and may make comparisons between classes more difficult if different points are made on different occasions.

The single most common need identified is for friendship, for boys and girls (in fact, throughout boys and girls appear more similar than different). Family issues are also well to the fore here (eg. the mixed love/family issue, and various issues to do with relationships with parents). The mixed item should perhaps be unmixed in future for clarity.

Teachers have also issued a set of self-assessment and self-completion questions, and responded to each student's comments with a message of their own. It has been a privilege to read the evidence of the detailed and caring attention given to the students' own comments, where these statements could be endorsed, expanded upon or challenged. For example, students often labelled as boring work that a teacher recognised they found difficult, and they occasionally drew the students' attention to this. The students' own challenges concerned their developing understanding of the proper scope of RE, and the relationship between contemporary and ancient religions.

The richness and variety of other comments on the module is of interest to read, but the meaning of some of the students' comments is not clear to us."

FAMILY LIFE IN RELIGION

Student sheet 2

Student sheet 2: Christian marriage — Jewish marriage

Christian marriage

Reference: Jenkins — *Contemporary and Moral Issues*

1. Use a dictionary to find out the meaning of the following words:
    - consecrate
    - sacrament
    - fidelity
    - cherish
    - asunder
    - nuptial
2. Explain in your own words what it means to honour somebody.
3. What do the couple promise in front of witnesses?
4. What hopes about marriage are expressed in the nuptial blessing?
5. What is the Christian view about the nature and role of marriage and the family?
6. What stresses do many families find themselves experiencing in modern society?

A Jewish marriage

Reference: Barnett — *The Jewish Family in Britain*

1. Why do Jews, as a rule, marry Jewish partners?
2. Would you describe a Jewish wedding as a happy or as a solemn occasion? Why?
3. Your local Rabbi is going to write a booklet for brides and grooms explaining some of the laws of Nidah and Mikveh. Write a brief introduction to the booklet.
4. How might a Jew respond to the view that a couple should live together for a while before they decide whether to marry?
5. What do you think about the ways Jewish people select their marriage partners?

FAMILY LIFE IN RELIGION *Student sheet 3*

Student sheet 3: Other families; Families under pressure

Read *Scene Video* booklet

1. Describe the different types of families shown on the video.
2. What difficulties are they each facing?
3. What advice would you give them? What advice might they give you?

Read *Scene Video* booklet on Adoption Shops, part of the work Barnardo's Homes do in relation to children with no family able to look after them.

1. Describe this work in your own words.
2. What types of families do these young people come from?
3. What is the response of these young people to the work?

FAMILY LIFE IN RELIGION

Student sheet 4

Student sheet 4: Any conclusions? Your response

1. What do you think are (a) good points, and (b) problems, about Christian and Jewish wedding ceremonies and marriages?
2. As you face the future, describe the ideal type of family you would hope to belong to.
3. What do you feel your needs are at present in relation to family life?
4. Describe the ideal boy/girl relationship for you at present.
5. How will you know when you are ready to form a family?
   - What sort of person will you need to be?
   - What will you need to be able to do?
   - What will you need to know?

[Examples of student responses to Question 5 on page RE1.10]

⇒ ✉

Examples of student responses to Question 5.

How will you know when you are ready to form a family? *Sample Size = 65.*

A. What sort of person will you need to be?

Have a job.
Understanding and responsible.
Calm and patient.
To be loved and be able to care for my loved one.
Stable.
Mature, intelligent and sensible.
Strong – to care and love.
Loving, living, respecting.
Mature
Tolerant.
Stable, both mentally and physically.
Loving and caring.
Patient and willing to be committed to others.
Reliable and stable.
Ready to settle down after I've had all the fun and adventure I might want.
Secure.

B. What will you need to be able to do?

Know how to cope with a family.
Show security, love and have time for your child.
Stay in one place without getting bored.
Provide a caring, understanding, happy personality for the future.
Be responsible with my money and understand the way a marriage really works.
Look after my children and also the other everyday problems at the same time.
I won't need to be anybody but myself.
Have some freedom, have a job to fund the family.
Be able to afford to look after the children.
Money, love, care and happiness to achieve bringing them up.
Be ready to care and spend the rest of my life with her.
Be able to go to work (not involving distance).
Be open with each other.
Take responsibility.

C. What will you need to know?

I will need to know if the woman I'm with is the right one for me.
How to handle crisis.
How to cope with money
How to listen and how to be there for the other person.
About the problems to overcome in life.

How to keep the family together.
How to bring up a child.
Where I stand and important things that are happening in the relationship.
How to have sex – 'birds and the bees'.
How to look after them.
How to survive in the real world.
Know about family planning.
Whether we both want children.
The feelings of your partner.
How to treat your family and teach them the right and wrongs in life – keep them healthy.
Learn everything as I go along.
Just experience as I go along.

FAMILY LIFE IN RELIGION — *Student sheet 5*

Questionnaire/ homework exercise

1. What do you feel your needs are at present in relation to family life?
2. What is *a)* good and *b)* bad about Christian and Jewish wedding ceremonies and marriages?
3. What do you feel is *a)* good and *b)* bad about — nuclear families, one parent families and kibbutz families?
4. What are the problems faced by unmarried mothers and other families under pressure?
5. What were the backgrounds of the children in Barnardo's Homes?
6. What do you think of 'Adoption Shops'?
7. What are the three most important needs you identified at the start of the module? List all the different sorts of family you have come across in this module (ideal and actual). How good do you think are each of these at meeting the top three needs of young people? (example sheet 5b appended)

Teacher's note:
Question 7 *above can readily be adapted in other ways eg. write a paragraph on each type; fill in grid of hits and/or misses.*

There is a student sheet 5b *which follows through these issues at a more personal level which can be used if it is thought suitable. This may be seen as an exciting and helpful values-clarification exercise, or by contrast as an opportunity to rehearse stereotyping and prejudice. With care we are confident that it can be of use but other approaches may suit you better.*

FAMILY LIFE IN RELIGION

Student sheet 5b ✍ ⇒

Families meeting needs

What were the three most important needs?

Need 1. ....

Need 2. ....

Need 3. ....

What family types have you met in this module? How good are they at meeting these needs?

1 = Not good 2 = Good 3 = Very good (Place the appropriate number in the box)

	Need 1	Need 2	Need 3
Model Christian			
Model Jewish			
Model Muslim			
...			
Single parent			
Re-marriage			
Young parents			
Adopted family			
In Barnado's home			
...			

How would you provide for the needs of your own children, if and when you have them?

Resources included: ✉

Cole, W. Owen	1991	**Moral Issues in Six Religions** in Examining Religions Series Heinemann Educational Oxford
Forte, Ayre	1989	**Judaism** in Examining Religions Series Heinemann Educational Oxford
Jenkins, Joe	1987	**Contemporary Moral Issues** in Examining Religions Series Heinemann Educational Oxford
Kendrick, Rosalyn	1989	**Islam** in Examining Religions Series Heinemann Educational Oxford
Mercier, S. C	1990	**Skills in Religious Studies Book 3** Heinemann Educational Oxford
Penny, Sue	1987	**Christianity** **Islam** **Judaism** in Discovering Religions Series Heinemann Educational Oxford

Audio-Visual

Scene Video booklets

Believer's All video (Central Television)

Viewpoint 92: Untying the Knot (ITV)

Of all the resources, the books in the Examining Religions series on Christianity, Islam and Judaism (listed with full reference above) were found to be most useful. Worksheets developed from these books are included in this section.

FAMILY LIFE IN RELIGION Co-ordinator's sheets ⇒

Various forms of feedback to the co-ordinator may be explored. The simplest that is readily available is to record the top three needs of the classes in the style given below:

Top three needs (given phrases/own phrases)

	BOYS	*GIRLS*
Self-respect	7	6
Guidance to right and wrong	1	4
Friends	24	10
Encouragement for achievement	5	2
Money to be comfortable	8	2
Privacy from adults	11	11
Belonging to a group	0	0
Some responsibility/be trusted	9	8
Personal identity	4	1
To love and be loved	2	3
Strong family	6	1
Both love and strong family	4	8
Freedom/allowed out	2	0
Do well in school	1	0
Be treated with respect	3	1
Sporting achievement	0	1
Money for clothes	2	0
Understanding parents	1	0
Number of pupils reporting 'top 3':	**31**	**20**

Subject: Activity for School Nurse or similar Health Care Professional

SN1: Childhood Immunisation

To make pupils aware that adolescent pregnancy carries a greater risk of neo-natal difficulties and to raise awareness of the theory and practice of immunisation.

Flow of ideas:

brainstorm + discussion of information
⇓
presentation on: facts about immunisation
⇓
reasons for immunisation
⇓
uptake of immunisation (generally among teenagers)
⇓
immunisation among cultural groups

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Summary

You will need:

- ✔ *All about health* Dorothy Baldwin
- ✔ *Human Biology* Dorothy Baldwin
- ✔ *Guide to Medicines and Drugs* The British Medical Association

Subject aims

To give facts about childhood immunisations:

- When they are given (age).
- What they are for.
- The diseases they protect.
- How they are given (method and frequency).
- The type of vaccine.

The reasons for immunisation:

- Protection against disease.
- Resistance against disease.

Focus on adolescence:

- The uptake of immunisation in the teenage years:BCG
- Rubella
- The harm rubella can do to an unborn baby.
- The risks of pregnancy in adolescence.
- Immunisation in different culture groups.
- Immunisation in different religious groups.

Introduction

Single module within child development curriculum. Whole of year 9 (approximately 100 pupils)

Stimulus

- Individual brainstorm
- Group discussion
- Comparisons with other cultures and religious groups.

Evaluation

- Self evaluation questionnaire.
- Student feedback questionnaire.

Lesson plan

Brainstorm — ages for immunisation.

Presentation of facts about immunisation.

Comparison with different cultures and religious groups.

Why we need immunisation and what diseases are protected.
Focus on the adolescent age group — BCG and rubella.

Rubella immunisation in teenage girls.

What are the dangers of rubella in pregnancy?

Dangers of pregnancy in adolescence to baby and mother.

Infectious diseases of childhood

Chicken pox

German measles (rubella)

Measles

Mumps

Polio

Scarlet fever

Whooping cough

Diptheria

Other infectious diseases

Tetanus

TB (Tuberculosis)

The above list shown on OHP — General information given.

Ages of immunisation

3-12 months	Diptheria	
	Whooping Cough	
	Tetanus (given by injection)	
	Polio (given by mouth)	
15 months	Measles	(known as MMR)
	Mumps	
	German Measles	
5 years	Diptheria	
	Tetanus	
	Polio	
11-13 years (girls)	German Measles	
12-13 years	BCG (tuberculosis)	
15 years	Diptheria	
	Tetanus (by injection)	
	Polio (by mouth)	

The above list shown on OHP

Immunisation

Immunisation is the most effective preventative measure against disease.

Programmes continue throughout the world to contain and eradicate disease. To stop illness and death. Childhood illnesses that we take for granted can be killers in underdeveloped countries.

In 1980 smallpox was eradicated in the world.

It is forecast that tetanus will be eradicated in Europe by the year 2000. Polio-measles-diptheria-rubella under control.

No child should be denied immunisation without serious thought to the consequences both to the individual and the community.

Memories of childhood experiences should be listened to sympathetically. Discussion of the benefits to the individual and to society to make positive descisions as a result of informed explanation.

Explanation of Immunity

Immunity is being safe from the germs of any one particular disease because we have the matching antibodies to deal with them in our body. We produce antibodies by making them after we have been infected by the germ concerned.

Immunisation is a very clever way of getting people to make antibodies against diseases safely. This is done by tricking our defence system into making antibodies before catching full-blown disease. By introducing certain weakened germs or derivatives into the body, immunity can be artificially produced.

Active Immunity

Vaccine can be injected into us or taken by mouth, our defence system gets to work by producing the matching antibodies. As tiny amounts are given at a time, it takes quite a while before we have built up enough antibodies and we are not immune until we have completed the course.

Passive Immunity

This kind of immunity is used in emergencies. The ready made antibodies are taken from a person or animal who has recovered from the disease and made into a vaccine. Therefore we don't make the antibodies ourselves we get them ready made.

Babies are born with passive immunity that they get from the mother, and for the first months of life they are kept safe by these antibodies. If they are breast fed they go on being protected as antibodies are passed in human milk.

Diseases for which immunisation is available during childhood:

Diptheria	Disease that blocks the nose and throat. In 1940 there were 2,000 deaths.
Tetanus	Muscle disease causing acute spasm. Affects the chest causing breathing difficulty.
Whooping Cough	Endless coughing and sickness. Can cause brain damage or pneumonia.
Polio	Attacks the nerves — paralysis, particularly chest.
Measles	Highly infectious — high fever — complications. 1988 there were 16 deaths from measles.
Mumps	High fever — swelling glands — may get deafness or brain damage. Can cause infertility in older males.
Rubella	Although only a mild fever and a few days duration, has implications for any expectant mother as exposure to the virus causes damage to the foetus. Heart damage, deafness or related problems. (Read through leaflet)
Tuberculosis	Respiratory disease still very common in Asia and Africa. A resurgence in inner-city areas, especially associated with HIV. Increasingly resistant to drugs.
(Scarlet Fever	— throat soreness and rash. Can be treated with antibiotics.)

Vaccine for active immunity

1. Live organisms — yellow fever, mumps, measles, rubella, BCG, polio.
2. Whole killed organisms altered to be safe — diptheria, influenza, whooping cough, tetanus.

Other diseases for which immunity can be given

Flu injections

Typhoid

Yellow Fever

Hepatitis A

Cholera

For health workers at risk — Hepatitis B.

Third world scene

Statement	*Facts*
I want my child to be protected to be healthy, to survive.	1 in 4 children will not live to their 5th birthday.
As a parent I want the best for my children.	Only 50% of the world's children are immunised against preventable diseases which claim 3-5 million lives each year.
I want my child to have every opportunity in life.	14 million children die from pneumonia, diarrhoea, malaria, measles, tetanus and whooping cough.
I want my child to have a better life than me — to be everything she was created to be.	Malnutrition contributes to over 4 million childhood deaths each year.
I want my child to grow up with security of a family. Who will be there to look after her if I die?	Children who are born weak, who survive the disease, but live a life of hard work and under nourishment — will bear weak children — the vicious circle continues.
I want to be able to care for my children properly.	Every day more than 1,000 women die from problems directly related to child bearing, leaving 1 million children motherless.
I want to live to see my grandchildren.	In Africa, 1 mother out of 21 faces death during pregnancy, compared to Europe where only 1 in 9,850 will die.
	Women do most of the agricultural work, and often continue during pregnancy right up to the point of delivery.
	The promotion of western milk powder denies many children the natural protection provided by breast milk. 1-5 million lives could be saved each year if breast feeding was encouraged.

Table of rates of prenatal mortality per 1000 births, by age and social class, UK 1990

Effect of age on perinatal mortality — all births

	All ages	*<20y*	*20-24*	*25-29*	*30-34*	*35+ years*
No.	5716	586	1507	1785	1165	673
% rate	**8.1**	**10.5**	**8.3**	**7.0**	**7.4**	**10.8**

Effect of age on perinatal mortality — inside/outside marriage

		All ages	*<20y*	*20-24*	*25-29*	*30-34*	*35+ years*
Inside	No.	3778	116	846	1347	933	536
	rate	7.4	10.5	7.9	6.6	7.0	10.5
Out	No.	1938	470	661	438	232	137
	% rate	**9.6**	**10.5**	**8.9**	**9.1**	**10.1**	**12.7**

Effect of social class on perinatal mortality — births within marriage

	All classes	*I*	*II*	*IIIN*	*IIIM*	*IV*	*V*
No.	3582	291	807	381	1287	607	209
% rate	**7.4**	**6.6**	**6.0**	**7.1**	**7.6**	**9.5**	**9.6**

Effect of age on perinatal mortality within social class I — births within marriage

	All ages	*<20y*	*20-24*	*25-29*	*30-34*	*35+ years*
No.	291	2	19	98	118	54
% rate	**6.6**	**(9.3)**	**5.7**	**6.1**	**6.8**	**7.5**

Effect of age on perinatal mortality within social class V — births within marriage

	All ages	*<20 y*	*20-24*	*25-29*	*30-34*	*35+ years*
No.	209	16	84	56	29	24
% rate	**9.6**	**(13.1)**	**10.7**	**7.3**	**8.3**	**15.0**

(This information is also offered in the Geography module (G1).

Project Evaluation

It is important for teenage girls to have the german measles injection

True Not sure False

You can catch German measles more than once

True Not sure False

Immunisation is only for babies

True Not sure False

Once you've been immunised, everything else is just a matter of luck

True Not sure False

....

True Not sure False

....

True Not sure False

Results of Project Evaluation

Sample size=85

It is important for teenage girls to have the german measles injection

Before

True	False	Not sure
59	8	17

After

True	False	Not sure
84	0	0

You can catch German measles more than once

Before

True	False	Not sure
40	29	14

After

True	False	Not sure
46	34	3

Immunisation is only for babies

Before

True	False	Not sure
1	68	15

After

True	False	Not sure
4	79	0

Subject: Science

Sc1: Changes in Adolescence

The contribution of this module to the project is to make class members more aware of the physical and emotional changes during adolescence, and the attendant health risks.

Flow of ideas:

my body: exercise to explore feelings about changing body
⇓
revision of reproductive anatomy
⇓
annotate outline bodies with physical and emotional changes
⇓
menstrual cycle
⇓
comprehensive review of knowledge/attitudes

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Summary

You will need:

- ✔ Outline bodies
- ✔ OHPs of male and female reproductive organs
- ✔ Video — *Living and Growing* (see References for details)
- ✔ Diagram sheets
- ✔ Quiz sheet

Subject aims

Previous work: reproductive anatomy

Introduction

To be part of **Year 9 Science Course.** The course is a **Modular** one, each of the 5 teachers teaching their specialist subjects, so pupils rotate from teacher to teacher (7 modules). This module is entitled **Health**. It is to be done in the Summer Term of Year 9, the whole module lasting 14 double lessons (1 hour 10 minutes each).

Previous work relating to this topic will include — family roles and relationships with parents (this will be done in Year 9 Tutorials). The part of the module involved in the lesson plans involves work on the physical and emotional changes in puberty. Following on from this will be work on disease (including an introduction to STDs — more done on this in Year 11 Social Education). In the tenth year Social Education sessions more is done on relationships, "Saying No" and contraceptives.

Style — mixture of group work, worksheets, videos, didactic.

Assumed knowledge — basic structure of male and female systems (Year 7 Science) but this will need revising at the start.

Links — with Home Economics lessons (responsibility), Drama (other cultures), English (media pressures), Maths (statistical work on teenage pregnancy, diseases, etc) to be done in same term.

Objectives

National Curriculum objectives:

1. To become aware of physical changes taking place during adolescence.
2. To become aware of emotional changes taking place during adolescence.
3. To understand the need to have a responsible attitude to sexual behaviour.

Only until September 1994 when (2 and 3) moved from 'Science' to be part of school 'Sex Education', Education Act 1993)

CCSE objectives:

1. To be able to make informed, responsible decisions.
2. To appreciate risks involved in early sexual activity.

NB: ATs relevant to this section have been removed from Science National Curriculum, though it is still listed in the Programme of Study!

Lesson Plans

Options. Preparation. Materials — worksheets.

Lesson 1

1. **My body**
   - Write a few sentences or words which describe
   - How satisfied you are with your body
   - What you would like to change about your body
   - If you would prefer to be overweight and fit or underweight and fit.
   - How you would like people to remember you as a person.
2. **OHP Reproductive organs — to revise parts and jobs**

> ✎ *Comment: Will also be done in 1st year when activity with slang names is done.*

3. **Anatomy**

on the male diagram, label:	***on the female diagram label:***
testicle	ovary
tube leading from testicle	fallopian tube
bladder	uterus
prostate gland	vagina
scrotum	endometrium
penis	cirvix
on the male diagram, draw:	***on the female diagram draw***
direction of flow of urine/how urine leaves the body	direction of movement of ovum
how sperm leaves the body	places where conception and implantation take place

4. **Changes** — groups of 3 or 4 (2 large pieces of paper and felt tips.)
   - Draw outline of male and female (see page D1.4).
   - Draw in all physical and emotional changes occuring in each.
   - View each groups — discussion and input where necessary.

> ✎ *Comment: Used before in 10th year Social Education — find it amusing and hopefully informative.*

Lesson 2

1. **Video** (25 mins)

   Watch video to help revision from last time (Boy to man, girl to woman from *Living and Growing*).

2. **Quiz to check knowledge** (10 mins). (pages Sc1.6–7)
3. **Menstrual in more detail**
   - Use *Living and Growing* Workpack Units 2.4 and 2.5 to explore more detail of menstruation.

Evaluation

a) Quiz gives some idea of knowledge (pages Sc1.6–7).

b) Have a module test at the end of the second lesson.

c) Field of words evaluation (from *Taught not Caught*. see page D1.12).

d) Review sheet.

The evaluation contains three elements:

- knowledge
- risk assessment
- attitude

The teacher should not use these sheets without the students being de-briefed by the teacher or a colleague. Some of thse statements should not pass unchallenged in the classroom, but neither can a student be simply told that they are wrong without an opportunity to discuss their reactions.

The *Living and Growing* video is published by:

Went, D. *Living and Growing*
Educational TV Company
P O Box 100
Warwick

8 x 15 minute video programmes and photocopiable worksheets (available on loan from the Health Promotion Unit, Chiltern Lodge).

Evaluation of Unit

A. Knowledge *(please circle the appropriate number)*

		True	False	Don't know
1.	You can't get pregnant the first time you have sexual intercourse.	1	2	3
2.	It is risky to have a lot of sexual partners.	1	2	3
3.	The younger girls start having sex, the more likely they are to get cervical cancer.	1	2	3
4.	You cannot get pregnant if you have sexual intercourse during a period.	1	2	3
5.	The 'safe period' for sex during the menstrual cycle is half-way between periods.	1	2	3
6.	Ovulation always occurs at the same time in each menstrual cycle.	1	2	3

These lessons have increased my knowledge of the body:

Please circle your answer:

A lot A little Not at all

B. Risk Assessment

1. Do you worry about getting pregnant or getting a girl pregnant?

Please circle your answer:

Not at all A little Quite a lot A lot I don't think about it

2. Do you think that when you start sexual relationships that you will use (or make sure your partner uses) some form of contraception?

Please circle your answer:

Yes No Not sure

C. Attitude

(i) When friends put pressure on me to do things I don't want to, I feel:

Please tick your answer:

It's very hard to say no ☐
It's quite hard to say no ☐
It's fairly easy to say no ☐
It's very easy to say no ☐

(II)Do you agree with these statements?	YES!	yes	?	no	NO!
1. Most people in my year at this school are virgins.					
2. Homosexual relationships are just as acceptable as any other.					
3. If I/my girlfriend were pregnant I wouldn't know where to turn.					
4. Sex should be restricted to marriage.					
5. Girls who carry condoms are just slags.					
6. It's easy to avoid becoming infected with HIV.					
7. The number of sexual partners is not as important as whether you practise safer sex.					
8. It's OK to put people down and tease if you're friends.					
9. My friends can easily make me change my mind.					
10. Boys want sex more than girls do.					
11. You know when you're ready for sex.					
12. I know *when* to say 'No'.					
13. I know what's right for me.					
14. I know *how* to say 'No'.					

✎ *"I have taught the Health module four times to different groups and in Science they are taught in mixed ability tutor groups. Each module lasts 13/14 doubles (1 hour 10 minutes). Other topics in the module are fitness, diet, teeth, smoking, alcohol, inhalents, disease (short introduction to STDs).*

The groups reacted well on the whole to the module; many have done better in the test then in other modules as it was more related to them so suited those who are less 'scientific' and mathematical. Also had videos and opportunities for discussion.

I explained the point of the Evaluation at the end and that it would be anonymous; they were all happy to fill it in."

✎ *If Exeter weren't there to process, I would make it a briefer one and use a show of hands. I would also ask some of the Knowledge/Attitude questions at the start of this section of the module and again at the end to see (a) what they already knew, and (b) what changes take place when work has been done.*

Subject: Science or Maths

Sc2: Statistics: Handling medical data

The contribution of this module to the project is to raise the awareness of class members of the incidence of sexually transmited diseases amongst young people, and also the greater risk of prematurity among young teenage mothers.

Flow of ideas:

which is the most common disease?

⇓

expressing medical data

⇓

different ways of expressing incidence:
use of appropriate language and interpreting data

⇓

construction and interpretation of bar charts

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Summary

You will need:

- ✔ two double lessons
- ✔ computers if data is to be handled in form of spreadsheet or database

Subject aims

Its contribution to the Maths or Science education of the class members is through:

(Maths AT5 level 3)

- use of appropriate likelihood language
  placing events in order of likelihood (level 3)
- construction and interpretation of bar charts (level 7)
  understand and use relative frequency

(Science) as above +

- understanding of infections

Previous work:

The module assumes some familiarity with percentage conversions and of fractional information. Students should already know something about ' infection' and have heard some conventional language of 'incidence'.

HANDLING MEDICAL DATA Teacher's sheets ✉

Overview:

This exercise is designed to allow class members to meet in an incidental way some pertinent risk information. After an introductory exercise led by the teacher, students work through a series of individual worksheets which cover all the main ways of expressing epidemiological data — counts, rates, percentages, fractions and so on. There is also work to rehearse the interpretation and presentation of graphical information.

> *"The idea originally was to lodge this data within Mathematics lessons. In fact in the development phase the data was take up in Science. This may be because Science teachers have a greater background of information about these conditions which may make them more confident or more motivated to use them. We have written up the module below in a form which could be used either in Mathematics or in Science. Teachers of Mathematics may wish to seek out (for themselves rather than their pupils) some background information on some of the illnesses; Science teachers may press their pupils to a greater level of knowledge of understanding. This information is readily available eg. in Health Authority leaflets, or in the pack STD facts from Daniels publishing.*

For the lessons involved the teacher leads a general discussion to frame the subsequent pupil work. The worksheets offered to the pupils allow the following concepts to be explored:

A. From cases to rates. Presenting figures
B. Reading figures from graphs
C. Interpretation and commentary of graph
D. From rates to cases.

(Exercise C is an open-ended exercise probably most suitable for higher achievers or group work.)

Altogether 8 sheets are available for the students although some of this could be presented on an OHT.

> *"A natural place for data of this sort — in the Science or the Mathematics classsroom — is on computer discs. We have available all this information on a computer database and a spreadhseet and are confident we could export this in a form suitable to be read into whatever software is currently used by the school."*
>
> *Contact The Schools Health Education Unit for details.*

HANDLING MEDICAL DATA

Teacher OHT/Student sheet 1

Introduction

> *"Someone once said that AIDS is the most popular sexually transmitted disease. They probably didn't mean 'popular', but HIV infection (which may lead to AIDS) is certainly the one that we hear most about."*

What are the most common sexually transmitted diseases?

Below is a list of sexually transmitted diseases.

- Which ones have you heard of?
- Which ones are the most common in your estimation?

Put a tick by those that you have heard of. Then, put 1 by the most common then 2, 3 etc as far as you can.

Disease	Heard of?	How common?
Syphilis		
NSGI*		
Warts		
Herpes		
Gonorrhoea		
AIDS*		

*** NSGI = non-specific genital infection, e.g. Chlamydia;**
AIDS = Acquired Immune Deficiency Syndrome

What does "common" mean?

The worksheets are designed to give you an understanding of how mathematics can give you an idea of how "common" might be understood in a precise way.

HANDLING MEDICAL DATA

Teacher's OHT/Student sheet 2

Information sheet

Disease statistics are given in several forms, in writing or on charts:

COUNT

1 69

****

eg. There were 69 cases of lazyitis in Bouville last year.
(count 'em!)

RATIO and FRACTIONS

✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓xxxxxxxxxx

eg. One in four (a quarter) of all farmers suffer from back pain.

PERCENTAGE

✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓xxxxxxxxxxxxxxxxxxxx

eg. 50% of all cases of stones can be treated without surgery.

RATE

1900		1990	
✓✓✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓✓✓	✓✓✓✓✓✓✓✓✓✓
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eg. Red fever is now a rare disease in this area, and has declined from 40 cases per hundred people in 1900 to 3 cases per hundred in 1990.

This does not mean that there were 40 cases in total in 1900, but 40 cases for every hundred people in the year 1900, and 3 for every hundred in 1990.

HANDLING MEDICAL DATA — Student sheet A1

U.K. Death and disease statistics

A1. Interpreting information: Rates
(UK data: deaths from accidents, violence and poisoning in 1986)

Cause	Deaths in 1986	Deaths per million people (in 1986)
Road accidents	7068	124
Suicide	4731	83
Poisoning	855	15
Fire	798	14
Murder	570	10
Rail accidents	114	2

1. Deaths from road accidents happen more often than deaths from rail accidents. How many times more often do they happen?
2. What percentage of the population might you expect to die in road accidents in a year?
3. Is it easier to use total deaths or death rates for these calculations? Why?

A2. Presenting information: charts from percentages (Premature babies)

In humans a baby is born, on average, 40 weeks after conception. A baby born much before this (24-38 weeks) is said to be premature.

These babies need a lot of attention in special units and often do not survive. They cannot breathe properly, they may have heart problems, and their organs are often too immature to support them. Look at the following information.

Age of mother/years	Percentage of babies born prematurely
Under 15	23.4%
15-19	18.3%
All ages	16.3%

Draw a bar chart to show this information.

HANDLING MEDICAL DATA

Student sheet A2

Keys to bar charts on sheet A3

National STD Clinic Attendance by year, 1985–89

Disease	1985	1986	1987	1988	1989
NSGI *	149,500	157,800	131,400	117,397	120,014
Chlamydia **				36,541	37,461
Warts	52,000	67,000	74,500	75,880	78,146
Herpes	18,900	18,800	16,700	16,715	19,288
Syphilis	1,300	887	590	1,242	1,411
Gonorrhoea	46 ,300	40,700	25,300	24,913	19,761
AIDS	220	420	560	1,754	1,189
HIV+AIDS					7,600
Total	**283,620**	**299,607**	**259,750**	**288,851**	**285,023**

* Including Chlamydia for all years where tested for separately.

** Where identified separately: not always tested for.

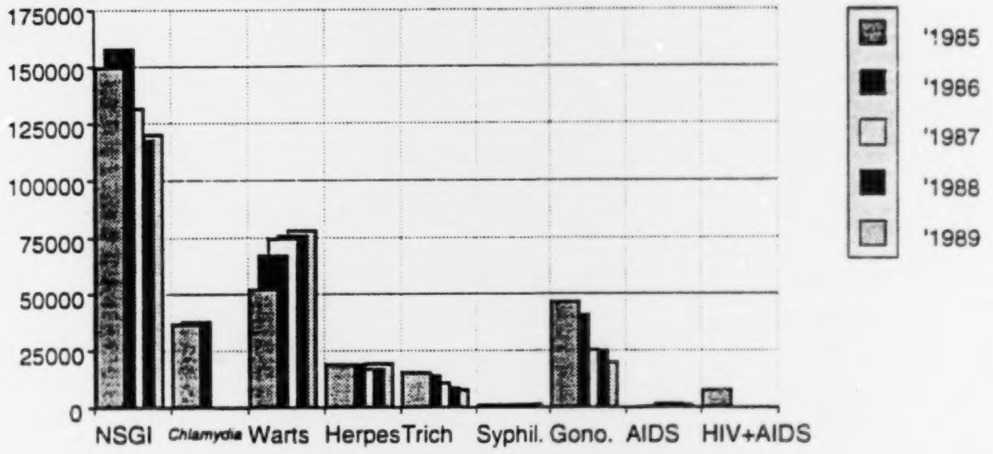
South-west STD Clinic Attendance by age, 1985–87

Disease	Under 20	20-25	Over 25
NSGI	23	64	43
Warts	45	129	50
Herpes	6	14	9
Syphilis	0	0	1
Gonorrhoea	5	20	9
Total	**79**	**227**	**112**

HANDLING MEDICAL DATA *Student sheet A3*

Sexually transmitted diseases (STDs): 1985–89

National STD Clinic Attendance by year



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HANDLING MEDICAL DATA Student sheet A4

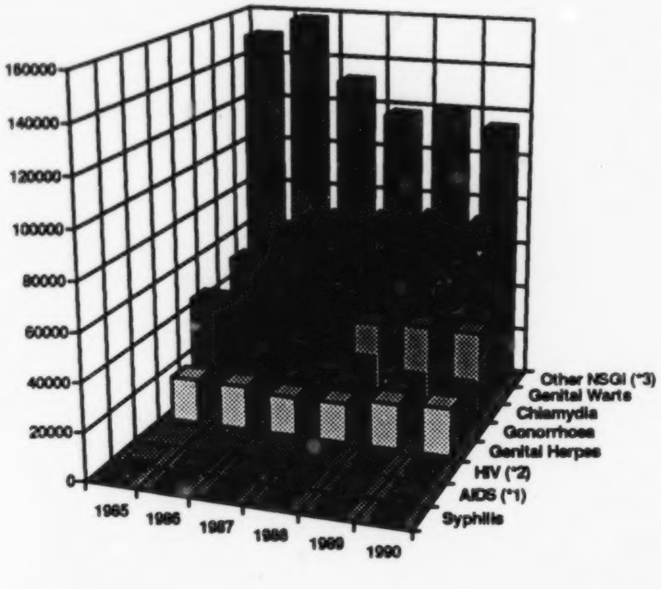
National STD Clinic Attendance Data

Update September 1993

Attendance	1985	1986	1987	1988	1989	1990
Syphilis	1300	887	590	1242	1411	1305
AIDS (*1)	220	420	560	1754	1185	1259
HIV (*2)	(-)(*4)	(-)	(-)	(-)	1808	2125
Genital *Herpes*	18900	18800	16700	16715	19288	20162
Gonorrhoea	46300	40700	25300	24913	19761	19086
Chlamydia	(-)	(-)	(-)	36541	37461	37192
Genital Warts	52000	67000	74500	75880	78146	77112
Other NSGI (*3)	149500	157800	131400	117397	120014	113967

*1	Acquired Immune Deficiency Syndrome
*2	Human Immunodeficiency Virus
*3	Non-specific Genital Infections, including *Chlamydia*
*4	Data not available for these years

[These figures are released effectively two years in advance, with 1991 data being available in the report for 1992, which comes out late in 1993.]



HANDLING MEDICAL DATA Student sheet B ☛ ✍

U.K. Death and disease statistics

Further information on STD charts on sheet A3

NSGI	Non-specific genital infections (mostly bacteria)
Chlamydia	(an important type of NSGI)
Warts	Genital warts (caused by a virus)
Herpes	Genital herpes (caused by a virus)
Syphilis	Syphilis (caused by a bacterium)
Gonorrhoea	Gonorrhoea (caused by a bacterium)
AIDS	Acquired Immune Deficiency Syndrome (caused by the suppression of the immune system by a virus)
HIV+AIDS	All AIDS plus known HIV infection (we actually don't know the number of cases of infection by HIV as not all people infected know themselves)

Interpreting graphs (1): from charts A3 to writing
(National STD statistics by year)

1a. Which is the most frequent sexually transmitted disease?

1b. What was its frequency in 1985?

1c. What was its average frequency over the three years given?

2. Which is the least common disease shown?

3a. Which disease appears to be increasing?

3b. What was the total number of cases of this disease over the three years shown on the graph?

4a. What would you estimate the frequency of this disease to be in 1988?

4b. What would you expect the frequency of this disease to be in 1991?

5. Which diseases are decreasing?

HANDLING MEDICAL DATA Student sheet C

South west S.T.D. statistics

Further information on STD charts on sheet 5 (1)

NSGI	Non-specific genital infections (mostly bacteria)
Chlamydia	(an important type of NSGI)
Warts	Genital warts (caused by a virus)
Herpes	Genital herpes (caused by a virus)
Syphilis	Syphilis (caused by a bacterium)
Gonorrhoea	Gonorrhoea (caused by a bacterium)
AIDS	Acquired Immune Deficiency Syndrome (caused by the suppression of the immune system by a virus)
HIV+AIDS	All AIDS plus known HIV infection (we actually don't know the number of cases of infection by HIV as not all people infected know themselves)

Interpreting graphs (2): from charts A3 to writing

(South west STD statistics — 1987 data by age)

Write a short account of the data in this graph comparing it to the national picture, as might be read out on the local television news.

The sorts of things you might say could include:

- Which is the most common sexually transmitted disease in people locally?
- How does this differ from the national picture?
- Which is the least common?
- How many more cases of warts were there in people aged 20–25 than gonorrhoea?
- How many more times is someone aged 20–25 likely to be infected with warts than gonorrhoea?
- What was the total number of cases of gonorrhoea in the years shown?
- What was the total number of cases of all STDs for one age group?
- What was the percentage of all these cases caused by viruses?

HANDLING DATA

Student sheet D

U.K. Death and disease statistics

Working from rates (Infant mortality)

Year	Deaths each year in children aged 1-4 years, per thousand
1890	28
1900	24
1910	16
1920	12
1930	7
1940	5
1950	2
1960	1
1970	1
1980	<1

1. What percentage of children died between the ages of one and four in 1890?
2. Between what two years did the biggest fall in deaths occur? Express this fall as a fraction.
3. If there were ten thousand children alive between one and four at the start of 1900, how many of them would you expect to die that year?
4. If there were twenty thousand children alive between one and four at the start of 1920, how many of them would you expect to die that year?
5. Were the 1920s a better time to be born than the 1900s? Explain your answer using mathematical arguments.

HANDLING MEDICAL DATA ⇒

Teacher's sheets: MONITORING

If the ranking data at the start of the lesson can be collected, it might be usefully fed back to the co-ordinator as follows:

	BOYS		GIRLS	
Disease	Heard of? ✔	How common?	Heard of? ✔	How common?
Syphilis				
NSGI e.g Chlamydia				
Warts				
Herpes				
Gonorrhoea				
HIV/AIDS				

Subject: Technology

T1: Babies and diet

To make students more aware of the challenge of looking after a baby.

Flow of ideas

experience of care for baby substitute

⇓

other needs of babies

⇓

babies and diet

⇓

producing a baby food

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Summary

You will need:

- ✔ Worksheet for guidance

Subject aims

Attainment targets: Technology

1. Identifying needs and opportunities
2. Generating a design.
3. Planning and making.
4. Evaluating.

Programmes of study:

1. Developing and using artefacts, systems and environments.
2. Working with materials.
3. Developing and communicating ideas.
4 Satisfying human needs and addressing opportunities.

Context:

Home.

Introduction

This is to be a short 3 week module in Year 9 — Babies and Baby Food.

Previous work has been structured as separate topics designed to extend pupils' knowledge and capability in Home Economics. Topics are usually of 2 weeks duration — 1 week of theory work, answering questions, leaving them free to chose a piece of practical work to fit the subject. This is followed by writing up a flow chart. All recipes are analysed on a computer to check their nutritional value, costed and after the recipe has been made the project is evaluated.

Topics covered this term:

1. Choosing what to eat — school lunches.
2. Breakfast cereals — low sugar.
3. Fats in foods — low fat foods.
4. Learning from labels — consumer awareness.
5. What's in the packet — a comparison of convenience foods and homemade.
6. Work on specific commodities viz eggs, meat pulses and fish.
7. Baby food — this module.

Aims:

Week 1 — To increase pupils' awareness of babies' needs, and produce a list of these needs.

Week 2 — To increase awareness of responsibility of young parents.

Week 3 — To make pupils aware of the different nutritional requirements of babies and the constraints that exist. To produce a baby food and compare with commercial brand as to quantity, cost, nutritional value, ingredients and taste.

Lesson Plans

(3 lessons x 65 mins)

Week 1: Babies and their needs

1. General class discussion — all responses written on OHP.
2. Bringing topic round to personal feelings if a baby was attached to them.
3. Announce that each pupil does not have 9 months to prepare for birth but are due to become parents before the end of the lesson, for one week duration.
4. Discuss the basic provision that each pupil must provide:
    - Keep baby with them at all times
    - Keep warm and safe
    - Give fresh air and exercise daily
    - Allow time to feed
    - Dress and change nappy
    - Arrange for baby to be babysat if it has to be left
5. Ask pupils to keep a diary for the week.
6. Deliver an egg to each pupil and allow 15 minutes to prepare a safe cot.

Week 2

1. Collect babies that have completed the week, and diaries.
2. General discussion on feelings experienced during the week and how has it affected them, family, social life.
3. Issues raised recorded on sheet.
4. Return babies and refer to nutritional needs. Introduce worksheet — *Design a new baby food* (page T1.6)

Week 3

1. Produce baby food.
2. Test it on class.
3. Compare to commerical brands for quality, cost, taste and nutritional value.

Worksheet — Design a new baby food

Babies are special people who have special food requirements, for example:

- they don't need salt or sugar
- natural food is best for them
- becasue they have few teeth they cannot cope with tough or chewy foods
- they like their food at blood/body temperature

To do:

1. Find a label from a container of babyfood and decide if it is:
   (a) suitable for babies
   (b) contains natural food — how do you know?
2. Why are some baby foods 'gluten-free'?

Design:

Design a new baby food. Get ideas wherever you can find them, for example magazines, discussion.

1. **Plan** the food you are going to make. Does it meet the requirements above?
2. **Test** the food on a real baby.

Do you need to amend the recipe?

Evaluation

At the end of the 'baby' project all students are asked to produce a short piece of written work. This is in three parts:

1. Their feelings having had a 'baby' for a week.
    - What were the advantages/disadvantages?
    - How were they treated by other people?
    - How did they feel they had coped and could this be transferred to real life?

2. Baby food evaluation
    - What are the advantages and disadvantages of commercially produced baby foods?
    - What would they choose to feed their children?

3. Students are then asked how they will respond when the second half of the year embark on the same project.
    - Do they feel that their attitudes have changed?

Low ability students wrote very brief evaluations and their diaries were superficial.

All pupils undertook the project and kept a diary. When discussing the project most pupils came to the conclusion that small "objects/babies" were a nuisance, time consuming and expensive. Few wanted a child at the present stage of education, but were not put off the experience.

Block B pupils had a slight change to the module by substituting potatoes for half of each group. This made pupils aware of the sheer weight of carrying a baby around.

TECHNOLOGY

Suggested student response sheet: needs

Needs:

protection against infection ....
feeding equipment ....
safe cot ....
play and other equipment ....
support from parents ....
warm, safe environment ....
shelter ....
love ....
babysitters/creche (paid for or family) ....
attention ....
clean nappies - changing facilities ....
exercise ....
clothes ....
24-hour care ....
....
....

Tick the ones you mentioned in your diaries
Circle the three most important, in your view
Draw a box around the three most difficult to provide

This module may be linked to other similar activities in Technology settings other schools, and the 'pure' PSE exercise ***Can you handle it?*** *from the Clarity Collective's 'Taught not Caught' (Wisbech, LDA).*

You may be interested to know that author Anne Fine has just won the Carnegie Award for her book 'Flow babies', which describes the fictional experiences of a class charged with looking after bags of flour.

This exercise is highly visible to other teachers and parents who must be informed of the proposed activity. It may seem a temptation to students to 'send up' the exercise by treating it as a game, and support from colleagues and parents is important here.

Subject: Technology

T2: People and Culture

☮ **Better communication can improve quality of relationships.**

Flow of ideas:

what is 'culture'?

⇓

how do teenagers' experiences differ?

⇓

the family introducing children to a culture
and thereby reproducing the culture

⇓

importance of parent-child relationship

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Subject objectives

How culture influences the food that we eat and the dietary needs of people in our society.

Introduction: Based upon the Design and Technology focus area of 'People and culture'. Initially will focus on the experiences of teenagers and then widen to dietary needs of special groups.

Resources: OHT's and worksheets

Lesson plans: **1 single + 1 double lesson**

Lesson 1

1. What is culture? (brainstorm)
2. How does culture affect lifestyle? (worksheet 1, page T2.5)

   How is culture passed on? (worksheet 1, page T2.5) (Answer: at least partly through family).

Lessons 2 & 3

3. What are the important aspects of (i) family relationships? (ii) relationships with friends? (bubblesheet exercises, worksheet 2, page T2.7).
4. Discussion (OHTs to support)

Context: Within foundation introductory module: 'People and culture'.

Introduction to teacher

The following work is based upon the design technology focus area of 'People and Culture' in Year 9. The design task frame being:

"We live in a multi-racial society where each of us has much to offer. Each section of society traditionally brings with it a variety of customs, products, skills and beliefs."

Pupils will use the above as a theme for the individual subject disciplines within the design technology area. Home Economics Food will be mainly concentrating upon how culture influences the food that we eat and the dietary needs of people in our society.

The introductory session will be used as a general foundation for further development. It is envisaged that the CCSE Project will feature within the first session naturally when considering different cultural roles, requirements and identities and later on through the lesson material. The CCSE Project material will be used as an underlying theme.

During the introductory module, 'people and culture' will concentrate upon looking at the subject through the eyes of the adolescent. Later on this will extend to look at the dietary needs of special groups e.g. the elderly, pregnant women, children.

Introduction to class

How culture influences your lifestyle

Stimulus: **Video:** (snatches of different cultures in Great Britain)

OR

Question: consider two people who come from different cultures: how will this difference be shown?

Brainstorming (on large sheets): **5 minutes**

1. **What is meant by culture? e.g.**

traditions

celebrations

how they live

festivals

What is meant by culture?

food

family

religion

language

customs

clothes

But how is your lifestyle affected by culture? How is culture passed on? Complete worksheet 1 (page T2.5) A – J and answer the questions. Compare your answers with a partner and discuss.

Worksheet 1

2. How does culture affect lifestyle? How is culture passed on?

Now, think about your own lifestyle in relation to culture. Think quickly:

A What is your favourite colour? . . . .

B What is your favourite song? . . . .

C What is your favourite pop/rock group? . . . .

D What is your favourite lesson? . . . .

E What is your favourite hobby/pastime? . . . .

F What is your favourite food? . . . .

G What is your favourite part of the country? . . . .

H What languages do you speak? . . . .

I What religion are you (if any)? . . . .

J How would you vote in a general election? . . . .

These preferences are your own, but not only yours. Where do your preferences come from?

Which of these do you share with your parents? . . . .

Which of these do you share with your other family members? . . . .

Which of these do you share with your best friend? . . . .

Which of these do you share with other friends? . . . .

Which of these do you share with your form teacher? . . . .

Which of these do you share with people from different cultures? . . . . .

Which of these do you share with people in this country? . . . .

It may be that many of your preferences and habits reflect preferences and habits in your family, among friends, and present in your schooling. There may be differences between these influences, which may be a source of pleasure or of conflict.

Teacher's discussion:

While culture is passed on through the family, this may be a troublesome process. Young people growing up may not want to interact with their parents as much as they used to. For example:

> *In early adolescence the amount of conversation falls off, as children prefer to talk to their peer group. They become expert at non-communication:*
>
> *Parent: "Where have you been?"*
> *Adolescent: "Out."*
> *Parent: "What did you do?"*
> *Adolescent: "Nothing."*
>
> From: Argyll & Henderson, 1985

This is a stereotype, but the parent-child relationship is crucial to culture; what aspects of that relationship are important?

We will now do an exercise to understand this better:

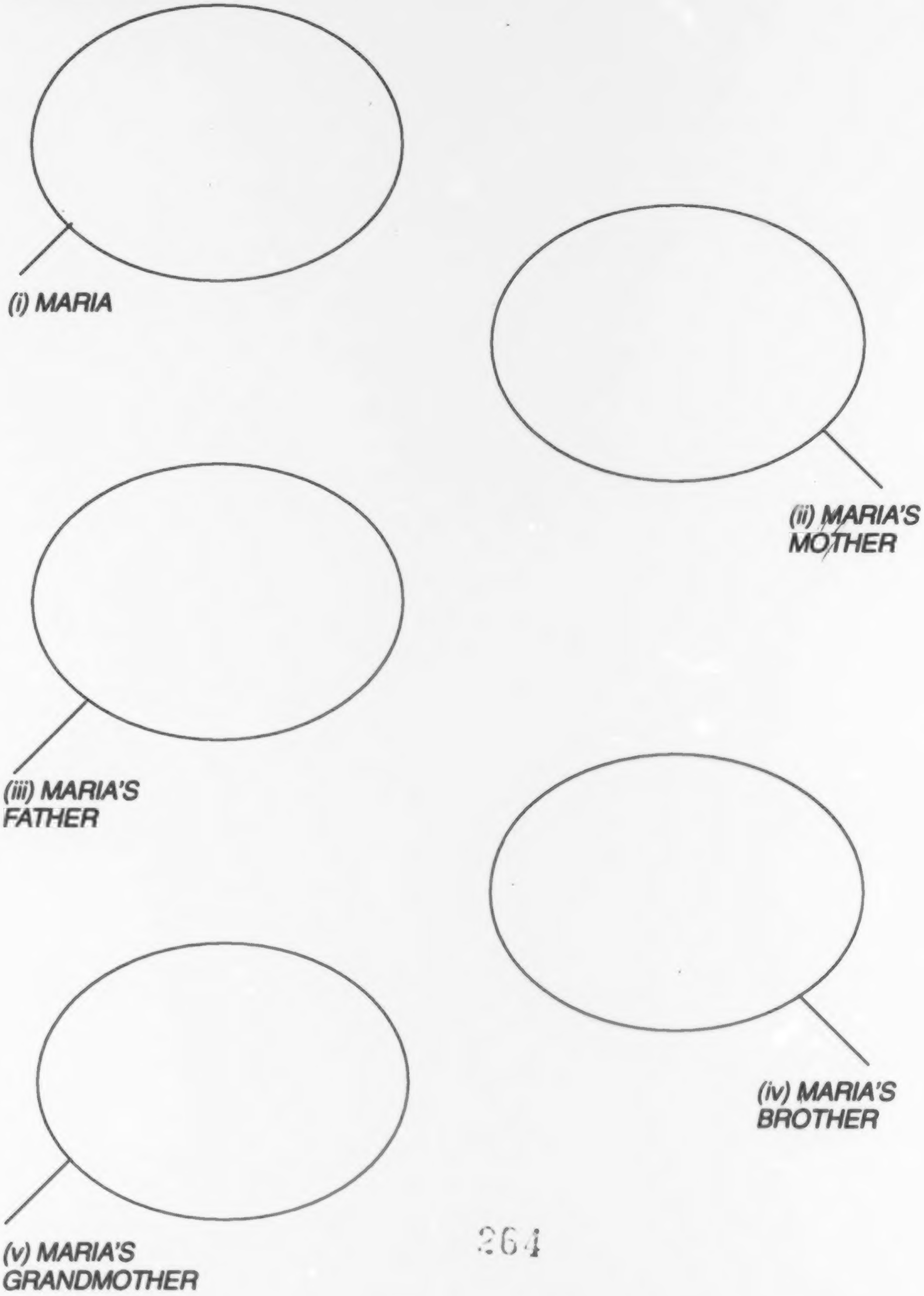
- On worksheets 2 (page T2.7) and 3 (page T2.8) complete exercises A and B and discuss with a partner to compare.
- When you have done this, think about the questions on worksheet 4 (page T2.9).

> *You may prefer to use the stimulus material in exercises from Taught not Caught 'My Parents' and 'Bob and Carol, Ted and Alice, and Mrs Davis.'*

Worksheet 2 — Exercise A

Maria wants to become a vegetarian. What is said by:

(i) Maria? (ii) her mother? (iii) her father? (iv) her brother (younger)? (v)her grandmother


(i) MARIA
(ii) MARIA'S MOTHER
(iii) MARIA'S FATHER
(iv) MARIA'S BROTHER
(v) MARIA'S GRANDMOTHER

Worksheet 3 — Exercise B

Mike and Jane have gone out together for the first time last night. Mike is studying an engineering course at the local college, and Jane is still at school.

Fill in the speech bubbles below, something that you think:

(i) Mike said to Jane last night
(ii) Jane said to Mike last night.
(iii) Mike and a male friend say the following morning at college.
(iv) Jane and her best friend say the next morning at school.
(v) What Mike's parents might have said last night when Mike was out.
(vi) Jane's parents might have said when she got back.

(i) MIKE SAID TO JANE

(ii) JANE SAID TO MIKE

(iii) MIKE OR MALE FRIEND SAID

(iv) JANE OR BEST FRIEND SAID

(v) MIKE'S PARENTS SAID TO EACH OTHER

(vi) JANE'S PARENTS SAID TO HER

Worksheet 4 — questions after exercises

From the exercises, how do expectations of parents and friends affect young people's thoughts and actions:

1. What are the most important aspects of adolescents' relationships with their parents?
   [There are some data you might be interested in: OHT 1 (page T2.10).]

2. What things do you think parents and children should or shouldn't do in that relationship?
   [There are some data you might be interest in from:
   Argyll and Henderson, 1985: OHT 2 (page T2.11).]

3. What things do you feel comfortable discussing with your parents?
   [There are some data you might be interested in from:
   Balding, 1993: OHT 3 (page T2.12).]

4. How are your opinions different from the opinions of peers?

5. How do you think your opinions differ from those of your parents?

6. What about different cultures in Great Britain? Are boys and girls treated differently? At what ages? How?

7. Are girls/boys allowed to mix freely — choose friends? Again, how is this different for boys and girls? Different ages? Different cultures?

8. What sort of things could young people do to help their parents see their point of view?

9. What sort of things could young people do to help them see their parents' point of view?

OHT 1

Schools Health Education Unit
University of Exeter

Health and Relationships Questionnaire
John Balding and David Regis 1993

5 Somerset Schools 1993

Percentage of boys and girls responding to

Q8a-e: How important are the following in your relationship with your parents?
Percentage responding *Quite important / Very important*

	Year 7		Year 8		Year 9		Year 10		Year 11	
	M	F	M	F	M	F	M	F	M	F
Enjoy company	87.5	91.8	88.1	84.5	85.0	83.9	78.1	83.1	77.1	72.7
Good communication	87.5	89.8	90.7	92.3	92.2	92.2	90.5	93.5	87.1	96.4
Physical contact	41.7	46.9	29.5	30.4	23.4	25.6	22.6	27.6	14.3	27.3
Common interests	55.8	59.2	50.3	47.5	47.3	42.2	47.8	39.8	44.3	49.1
Support & encouragement	90.0	94.9	88.6	94.5	90.4	96.1	88.7	94.3	90.0	98.2
None of the above (or missing data for all items)	2.5	3.1	1.0	1.7	1.8	1.7	3.3	1.9	2.9	1.8

Sample size:

	Year 7	Year 8	Year 9	Year 10	Year 11
Male	240	386	334	548	140
Female	196	362	360	522	110

OHT 2

TABLE 8. Rules for Parents and Adolescent Children

Rules for Parents

1. Respect the child's privacy.
2. Give guidance to the child and set an example.
3. Show affection for the child.
4. Encourage the child's ideas.
5. Respect the child's own views.
6. Show emotional support.
7. Don't engage in sexual activity with the child.
8. Keep confidences.
9. Don't be overly possessive.
10. Treat the child as a responsible adult.
11. Share news of success.
12. Look the child in the eye during conversation.
13. Address the child by first name.
14. Give birthday cards and presents.
15. Stand up for the child in his/her absence.
16. Talk to the child about sex and death.
17. Talk to the child about religion and politics.
18. Be responsible for rules of respectable behaviour.
19. Seek to repay debts, favours and compliments.
20. Don't be critical of the child's choice of friends.

Rules for Adolescents

1. Respect the parent's privacy.
2. Keep confidences.
3. Don't engage in sexual activity with the parent.
4. Share news of success with the parent.
5. Be considerate of parent's rights, e.g. noise level, use of telephone and TV.
6. Be polite to parents, particularly in company.
7. Stand up for the other parent in their absence.
8. Give birthday cards and presents.
9. Look the other in the eye during conversation.
10. Talk about sex and death with parents.
11. Bring friends home.
12. Talk about religion and politics with parents.
13. Ask for personal advice.
14. Repay debts, favours and compliments.
15. Inform parents of personal schedules.
16. Respect parent's values even if old-fashioned.
17. Don't criticise parents in public.
18. Confide in parents.
19. Disclose personal problems and feelings to parents.
20. Accept parental direction in general.

Most commonly endorsed rules for adolescents and parents of adolescents.
From: Argyll and Henderson, 1985.

OHT 3

Schools Health Education Unit
University of Exeter

Health Related Behaviour Questionnaire
John Balding, 1993

Young People in 1992

Q49a-f: To whom would you turn to share these problems?

Percentage of all boys and girls going to each person for support for each problem

	School	Money	Health	Career	Friends	Family
Mother	29.3	27.2	45.2	20.6	23.5	9.0
Father	4.7	17.0	3.8	9.9	2.7	2.1
Both parents	22.5	32.0	27.9	30.8	14.8	13.7
Sibling	6.2	4.7	2.8	2.8	12.3	8.4
Relation	1.4	1.4	1.4	1.4	2.4	8.3
Teacher	8.7	0.3	0.9	12.3	3.0	4.5
Friend	21.0	6.9	8.7	5.6	24.6	37.7
Employer	0.1	0.9	0.2	4.1	0.3	0.5
No-one	6.1	9.6	9.3	12.4	16.5	15.7

Total sample: 20,218

Comment: All ages (11-16) and sexes together.

Evaluation sheet

Tick the appropriate column for the way **you** feel about each statement.

	Happy	**Unsure**	**Unhappy**
Knowledge			
1. I have learnt more about different lifestyles and cultures.			
2. I understand what is meant by the word 'culture'.			
3. I appreciate that our 'up-bringing' or 'culture' may affect our lifestyle.			
4. I enjoyed the content of the lesson.			
5. I could discuss the content of the lesson with my friend.			
6. I could discuss the content of the lesson with my parents.			
7. The lesson content may be of value to me in the future.			
Skill			
8. I felt comfortable working in my group.			
9. I felt able to talk in front of the class.			
10. I felt comfortable in using the worksheets.			
Self			
11. I feel I could have participated more in the lesson.			
12. I found it easy to make judgements.			
13. I was not embarrassed about the lesson content			
14. I wish I had participated more in			
15. I feel my attitude has altered since studying this topic.			
16. I have benefited from my friends' opinions and advice.			
17. I think that most people in my group feel like I do about this topic.			
Intention/Behaviour			
18. After this lesson I would like to improve my knowledge on			

Results — knowledge evaluation ⇒

From this evaluation, the responses to **I could discuss the content of this lesson with my parents** are shown below (class size=13):

Happy: **6**
Unsure: **5**
Unhappy: **2**

✎

The trial material was given to one Year 8, two Year 9 and two Year 10 groups.

Year 8 thoroughly enjoyed the materials, liked researching and adored the video inserts. They could easily relate to the topic and made some very interesting comments.

Year 9 was successful although as the pupils had already completed quite a lot of work on this topic, it was felt to be repetitive. However, it became a good CCSE lesson as the children concentrated upon the video and answered in detail to related questions and stimulus. The points raised which were thought to be important were that they felt there were double standards still in existence and that parents were more concerned over girls than boys. The topic of AIDS and promiscuity featured highly and the reaction of parents to the possibility HIV infection. I did get the impression that some of the pupils still thought that they couldn't be infected with HIV in Somerset as a result of a sexual relationship.

Year 10 groups were totally different. They certainly approached the topic in a different manner and dismissed some of the worksheets as being irrelevant and lacking in depth. The topic of stereotyping came up and did we really appreciate that we had established sub-cultures in Great Britain? They were mature about the CCSE objectives which were stimulated by the video, as usual.

Overall the material is acceptable with some important features. It has to be altered to be relevant to the different levels of ability, experience and understanding. Younger pupils do like to investigate and complete simple worksheets whilst I found the older pupils were not stimulated by this aspect. Certainly short video inserts put together stimulated conversation and interest. A good way of achieving the objectives (despite the moans that they really wanted to see the whole film etc).

Subject: Design & Technology

T3: Presenting information

To increase awareness of young people of the potential risk and social outcomes of teenage pregnancies.

Flow of ideas:

introduction
⇓
information packs presented to class
⇓
design proposal
⇓
research and execute proposal
⇓
review and evaluation

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Objectives:

- To promote discussion of the topics on a whole class and group basis.
- To provide the opportunity for each student to read the facts and statistics.
- To develop methods of communicating the information to a wider audience.

Design & Technology Objectives

7a analyse information of several kinds and draw conclusions about the needs and opportunities for a design and technological activity, recognising and resolving conflicting considerations about what is worth doing.

6b produce a design proposal recording their decisions and ways of reaching their chosen outcome.

7a systematically seek out, appraise, organise and use information from different sources to develop and combine ideas and judge how realistic they might be.

6a plan and organise making, in order to achieve the desired outcome.

6b devise and carry out ways of testing the extent to which the product satisfies their design specification.

6b evaluate the procedures, techniques and processes used and indicate possible improvements.

7a present an evaluation of their activities against the original need, drawing on information gathered about the product and the reactions of users. Evaluation should include suggestions for improvements.

Session 1 (3x50 mins + homework)

Introduction

- Distribute literature packs to class (see page T3.4).
- Discuss contents in general terms.
- Class to read pack and identify five important/main facts or statements.
- Group and class discuss selected statements and their significance.

Set task

Each member of the class to select one fact/statement and communicate the information to a wider audience in the form of a 2D image. The work can include photographic images and lettering if needed. Class discuss target audience, where image will be placed etc.

Draft results to be completed for the following week.

Session 2

- Developing draft copies into prototype
- Evaluation of prototypes.
    - Does it convey the correct message?
    - Is it informative?
    - Will it 'reach' the intended target audience?
    - Is it practical to produce in quantity?

Information packs

The class were provided with a variety of photocopied resource sheets.

Rather than prescribe a selection here we would prefer to make suggestions as to what might be included.

These might be derived from a variety of research or other sources; as we are going to press there are a number of articles still appearing around the Government-led debate on young and single mothers. The Family Planning Association (77–79 Mortimer Street, London) produce a set of readable leaflets on a variety of topics, and other sources of information include the Health Authority.

Some teachers might prefer to collect sheets on a variety of topics from desertification to broiler houses, others may prefer to concentrate on only a few issues. This module may thus be used as a sweeping-up exercise for information not covered else where in the programme. In any event, the exercise will ensure that the class will consider the information selected.

Shopping list

COT
PRAM
CLOTHES
TOYS
NAPPIES
POTTY
WIPES
BABYFOOD
BABYSITTER
...
£1200?

Use your Money Wisely!

3
CONDOMS

£1

References

Argyll, M & Henderson M 1985 **The Anatomy of Relationships**
Penguin

Balding, J 1977-93 **The Health Related Behaviour Questionnaire**
Versions 7–16

1993 **Young People in 1992**

Schools Health Education Unit
School of Education
University of Exeter
Heavitree Road
Exeter EX1 2LU

Baldwin, D 1985 **All about Health: Introduction to Health Education**
Oxford

Barstow, Stan 1977 **Joby**
Student's Drama Series
Blackie

Barnet, V 1983 **The Jewish Family in Britain**
Religious and Moral Education

British Medical Association **Guide to Medicines and Drugs**

Brockington, C Fraser 1960 **The Health of the Community**
London: Churchill.

Cole, W. Owen 1991 **Moral Issues in Six Religions**
in Examining Religions Series
Heinemann Educational Oxford

Edwards, Mark **A Tale of Two Cities: Calcutta, London**
World Wildlife Fund

Fine, Anne 1992 **Flour babies**. Hamish Hamilton

Forte, Ayre 1989 **Judaism**
in Examining Religions Series
Heinemann Educational Oxford

Harvey, I & Daniels, V	1992	**STD Facts** Daniels Publishing 38 Cambridge Place Cambridge, CB2 1NS Second edition.
Jenkins, Joe	1987	**Contemporary Moral Issues** in Examining Religious Series Heinemann Education Oxford. 1987
Kendrick, Rosalyn	1989	**Islam** in Examining Religions Series Heinemann Educational Oxford
Lawrence, D	1981	'The Development of a Self Esteem Questionnaire' British Journal of Educational Psychology Vol. 51, pp 245–251
McPhail, P	1974	**Moral Education in the Secondary School** Oxford: Blackwell.
Mercier, S. C	1990	**Skills in Religious Studies Book 3** Heinemann Educational Oxford
Oakley, Anne	1984	**The Captured Womb** Oxford: Blackwell.
Penny, Sue	1987	**Christianity** **Islam** **Judaism** in Discovering Religions Series Heinemann Educational Oxford
Szirom, T & Dyson, S	1988	Greater Expectations (p50) LDA: Wisbech, ISBN 0 905114 19 1
Swain, Sally	1988	**Great Housewives of Art** Grafton Books
The Clarity Collective	1989	**Taught not caught**: Strategies for sex education Wisbech: LDA Second edition.

Audio-Visual

Your Choice or Mine: Personal relationships HIV/AIDS
British Red Cross 1991
Folens Ltd.
Albea House
Apex Busthess Centre
Boscombe Road
Dunstable, LU5 4RL

Living and Growing
Educational TV Company
P O Box 100
Warwick

Who Cares?
Exeter Health Authority
Dean Clarke House
Southernhay

Scene Video booklets
Too Young . . . Adoption Shops
BBC Educational Publishing
PO Box 234
Wetherby
West Yorkshire
NS23 7EU

Believer's All
(Central Television Broadcast)

Viewpoint 92: Untying the Knot
(ITV Broadcast)

ISBN 85068 146 4

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Health Promotion Unit
Chiltern Lodge
Tone Vale Hospital
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